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ABSTRACT

This 1991-94 3-year plan describes proposed use of federal funds available to Wisconsin for the support of vocational and technical education. The first three sections provide an introduction, state board certification, and the table of contents. Section IV describes assessment provisions of the Carl D. Perkins Vocational and Applied Technology Education Act; Section V discusses the act's funding provisions. A state profile follows in Section VI. Sections VII and VIII present the assessment of needs and proposed use of funds that were developed by the Bureau for Vocational Education in the Department of Public Instruction (DPI) and deal with federal support for secondary vocational education. Section IX provides Wisconsin Board of Vocational, Technical, and Adult Education (WBVTAE)/DPI tech-prep provisions. Sections X and XI present the assessment of needs and proposed use of funds that were developed by WBVTAE and deal with federal support of postsecondary and adult vocational education. Section XII contains assurances of both the DPI and the WBVTAE. Section XIII provides descriptions or DPI and WBVTAE responses to sections of the Perkins Act. Section XIV contains certifications, information on hearings, and recommendations of the Wisconsin Council of Vocational Education and Wisconsin Jobs Council. (YLB)

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INTRODUCTION

This 1991-94 three-year plan for the use of federal funds available to the State for the support of vocational-technical education in Wisconsin is being submitted to the U.S. Department of Education for review and approval. It has been developed under the provisions of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) which amends the Vocational Education Act of 1963.

The assessment of needs and proposed uses of funds are presented in three parts; one developed by the Bureau for Vocational Education in the Department of Public Instruction dealing with federal support for secondary level vocational education and the second developed by the Board of Vocational, Technical and Adult Education dealing with federal support of postsecondary and adult vocational education. A third part links secondary with postsecondary vocational education through the description of the planned uses of funds available under Title III of the Act for Tech-Prep Education which provides for the development and improvement of four year vocational education programs offered through a sequence of high school and postsecondary courses. The other sections required by the Act may be found in the Table of Contents.

Throughout the plan, the Vocational Education Act may be variously referred to as **"the Act,"** **"VEA 90,"** **"the Perkins Act"** or related terms. Sections dealing with elementary/secondary vocational programs, services and activities are designated "**DPI**;" while sections dealing with postsecondary/adult, are designated "**WBVTAE.**"

The plan describes the public hearings that were held, and contains responses to recommendations made by the Wisconsin Council on Vocational Education and the Wisconsin Jobs Council. The plan has been developed in consultation with the Council on Vocational Education, with Assessment Consultants representing various interests specified by the Act, and with the Committee of Practitioners which is also composed of representatives of various interests specified by the Act.

The plan has been reviewed and approved by the State Board and by the Governor of the State of Wisconsin.

If changes in program conditions, labor market conditions, funding or other factors require substantial amendment of this plan, the State Board will submit the amendment or amendments to the Secretary, U.S. Department of Education, following review by the Wisconsin Jobs Council (State Job Training Coordinating Council) and the Wisconsin Council on Vocational Education.

Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place P.O. Box 7874 Madison, WI 53707 608-266-1207

Dwight A. York
State Director

CERTIFICATION OF STATE BOARD
STATE OF WISCONSIN

I hereby certify that the attached document containing the 1991-94 Three-Year Plan was adopted by the Wisconsin Board of Vocational, Technical and Adult Education.

This plan constitutes the basis for the operation and administration of the State's vocational education program under the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, during the period of the plan. All information and representations contained in the plan as of this date are accurate to the best of my knowledge and belief.

March 20, 1991
(date)

By: Paul Hassett
Paul Hassett, President
Board of Vocational, Technical and
Adult Education, State of Wisconsin

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APPENDICES*

A. Department of Public Instruction 1991-92 Vocational and Applied Technology Education Act Guidelines
B. Tech-Prep Projects FY92 Application Guidelines
C. Wisconsin Board of Vocational, Technical and Adult Education 1991-92 Vocational and Applied Technology Education Act Guidelines

* Appendices not included. For information on postsecondary and adult vocational education federal funding application guidelines, contact the Wisconsin Board of Vocational, Technical and Adult Education, 310 Price Place, P.O. Box 7874, Madison, WI 53707 [Telephone (608) 266-1207]. For information on secondary or Tech-Prep vocational education federal funding application guidelines, contact the Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 [Telephone (608) 267-9244].

IV. ASSESSMENT PROVISIONS

Section 116(a) of the Act requires the State Board and the Department of Public Instruction to conduct assessments of program quality for their respective systems using measurable objective criteria developed, respectively, by the Board and the Department. These criteria are to be developed in consultation with representatives of the groups and with the individuals specified in Section 115(a) of the Act, and are to "use information gathered by the National Occupational Information Coordinating Committee and, if appropriate, other information" (Section 115(a)). Insofar as neither the National Committee nor its State counterpart gathers information, the assessments described in Parts VII and X below are based on other data as appropriate to the areas that are required to be assessed.

The Assessment Consultants are to represent the following groups or be one of the specified individuals:

A. Local school officials representing eligible recipients;
B. A representative of organized labor;
C. A representative of business;
D. A representative of superintendents;
E. A representative of community-based organizations;
F. A representative of Private Industry Councils;
G. A representative of the State Council on Vocational Education;
H. A representative of parents;
I. A representative of special populations;
J. A representative of correctional institutions;
K. The State Sex Equity Coordinator for the Act;
L. The State administrator under Part B of the Education of the Handicapped Act;
M. The State administrator under Chapter 1 of Title I of the Elementary and Secondary Education Act (ESEA);
N. The State administrator of programs for persons with Limited English Proficiency (LEP's); and
O. A representative of guidance counselors.

The criteria are to measure the extent to which:

A. Vocational education programs integrate academic and vocational subjects;

B. Sequential courses of study lead to both academic and occupational competencies;

C. Students increase their work skills and job placement numbers;

D. Linkages exist between secondary and postsecondary vocational education institutions;

E. Instruction and experience, to the extent practicable, is provided in all aspects of the industry the students are preparing to enter;

F. Eligible recipients are able to meet the needs of members of special populations with respect to vocational education;

G. The quality of vocational education programs has been raised in schools with high concentrations of poor and low-achieving students;

H. Vocational programs are relevant to the workplace and to the occupations for which students are to be trained and reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies;

I. Vocational curricula, equipment and instructional materials reflect the requirements of the labor market;

J. The hiring needs of employers are being and will be met in relation to basic and higher order current and future workplace competencies;

K. The relative academic, occupational, training, and retraining needs of secondary, adult, and postsecondary students are being met; and

L. Vocational education programs are capable of providing students with:

1. Strong experience in and understanding of all aspects of the industry the students are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues; and

2. Strong development in and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.

Assessment Consultants were selected from representatives of the above groups who were identified as the individuals requested to nominate persons for participation on the Committee of Practitioners. Eight representatives were selected by or worked for, e.g., the State Administrator under Chapter 1 of Title I of the ESEA, the Department of Public Instruction and eight were selected by or worked for the State Board so that there would be Assessment Consultants familiar with each system.

Representatives of the State Board and of the Bureau for Vocational Education of the Department of Public Instruction met with the Assessment Consultants on March 15, 1991. Because of the limited time available in which to develop the VEA plan, the Consultants were presented with preliminary criteria and measures of quality based on data and information routinely available to the two State agencies. The Assessment Consultants were asked to comment upon these criteria and measures in terms of how well they determined the program quality to be in the areas which were to be assessed, how the areas could be improved, and what other criteria and measures they thought should be used in conducting the required assessments.

The Consultants generally agreed upon the adequacy of the proposed criteria and assessments and suggested a number of areas in which the descriptions could be improved so that the final draft of the plan submitted to the U.S. Department of Education would clearly convey what measurable, objective criteria had been used in conducting the required assessments and how well the measures served to establish the quality levels of the two systems in terms of the selected criteria.

V. FUNDING PROVISIONS

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides support for vocational-technical education under two titles. Title II, Basic State Grants for Vocational Education, contains the provisions under which the majority of funds available to the State shall be expended. Title III, Special Programs, contains provisions for three separate purposes which have been funded and which are administered by the State Board and the Department of Public Instruction: State Assistance for Vocational Education Support Programs by Community-Based Organizations, Consumer and Homemaking Education, and Tech-Prep Education. An additional three Title III purposes that would have been administered by the two State agencies were not funded, while two purposes administered by the Secretary of the U.S. Department of Education were funded.

Funding in this plan is based on preliminary estimates of the funds that will be available to the State under the Perkins Act. The estimates were provided by the U.S. Department of Education and should be quite close to what the State will actually receive.

With the exception of the funds available for use under Part E, Tech-Prep Education, which will be jointly administered by the State Board and the Bureau for Vocational Education of the Department of Public Instruction according to procedures developed by the two agencies, all funds will be split 55 percent for the State Board and 45 percent for the Department.

The Title II, Basic Grant, funds available to the State equal $16,496,947. Of this amount, $12,257,067 will be available for expenditure for programs, services and activities described in Part C of Title II, Secondary, Postsecondary, and Adult Vocational Education Programs. The Act requires that these funds be made available to eligible recipients on the basis of formulas -- one for secondary funding described in Section 231 and another for Postsecondary and Adult described in Section 232.

The Act lists 14 purposes for which Title II, Part C, funds may be expended:

A. Upgrading of curriculum;

B. Purchase of equipment;

C. Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;

D. Guidance and counseling;

E. Remedial courses;

F. Adaptation of equipment;

G. Tech-Prep education programs;

H. Supplementary services designed to meet the needs of special populations;

I. A special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;

J. Apprenticeship programs;

K. Programs which train adults and students for all aspects of the occupation, in which job openings are projected or available;

M. Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

N. Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

The remainder of the Basic Grant funds are available as follows:

$1,847,824 will be available for use under Part B, Subpart 1, Programs to Provide Single Parents, Displaced Homemakers, and Single Pregnant Women with Marketable Skills and to Promote the Elimination of Sex Bias. These funds are divided between the two programs -- $1,308,875 for expenditure under Section 221 of Subpart 1, Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; and $538,949 for expenditure under Section 222 of Subpart 1, Sex Equity Programs.

These funds have been increased from the amounts required to be allocated within the State because Act Section 102(c) requires that the same amount of funds be expended for these purposes during 1991-1994 as was expended during 1990-91. The differences between the amounts to be allocated within Wisconsin and the required amounts have been made up from the funds available for distribution by formula under Part C described above. The amount available for distribution by formula was originally $12,372,710 or $115,643 more.

$164,969 will be available for expenditure under Subpart 2, Corrections Education; Section 225, Programs for Criminal Offenders. These funds are required to be expended by the State Department of Corrections to administer vocational education programs assisted under the Act for juvenile and adult criminal offenders in correctional institutions in the State, including correctional institutions operated by local authorities.

$1,402,240 will be available for expenditure under Part A, State Programs; Section 201, State Programs and State Leadership. These activities shall include professional development activities; development, dissemination, and field testing of curricula; and assessment of programs conducted with assistance under the Act.

$824,847 will be available for State Administration of which at least $60,000 must be expended on the administration of activities for single parents, displaced homemakers, and single pregnant women under Part B of Title II; the administration of the sex equity program under Part B; and carrying out the duties and responsibilities described in Section 111(b) pertaining to the implementation and evaluation of sex equity activities in the State.

$2,189,032 will be available for expenditure for the special programs funded under Title III of the Act:

A. $230,917 will be available for expenditure under Part A of Title III, State Assistance for Vocational Education Support Programs by Community-Based Organizations;

B. $679,476 will be available for expenditure under Part B, Consumer and Homemaking Education; and

C. $1,278,639 will be available for expenditure under Part E, Tech-Prep Education.

The Act requires the State to provide matching funds for State Administration. The State will provide at least $1,159,029 of State funds for the administration of the Act: $637,466 for the State Board and $521,563 for the Department of Public Instruction. These amounts have been increased from the dollar-for-dollar amounts required for match under Section 102(b) because Act Section 515 requires the State to provide an amount that is not less than the amount provided by the State for administration of programs from non-Federal sources for such costs for the preceding fiscal year.

Both the State Board and the Department of Public Instruction are requiring the recipients of VEA funds to expend the same amount of non-Federal funds for Guidance and Counseling during 1991-92 as they expended for such activities during 1988-89. The VTAE districts will need to expend a total of $1,573,485 of Federal and non-Federal funds while the secondary districts will be expending $194,000 of Federal funds for Guidance and Counseling activities.

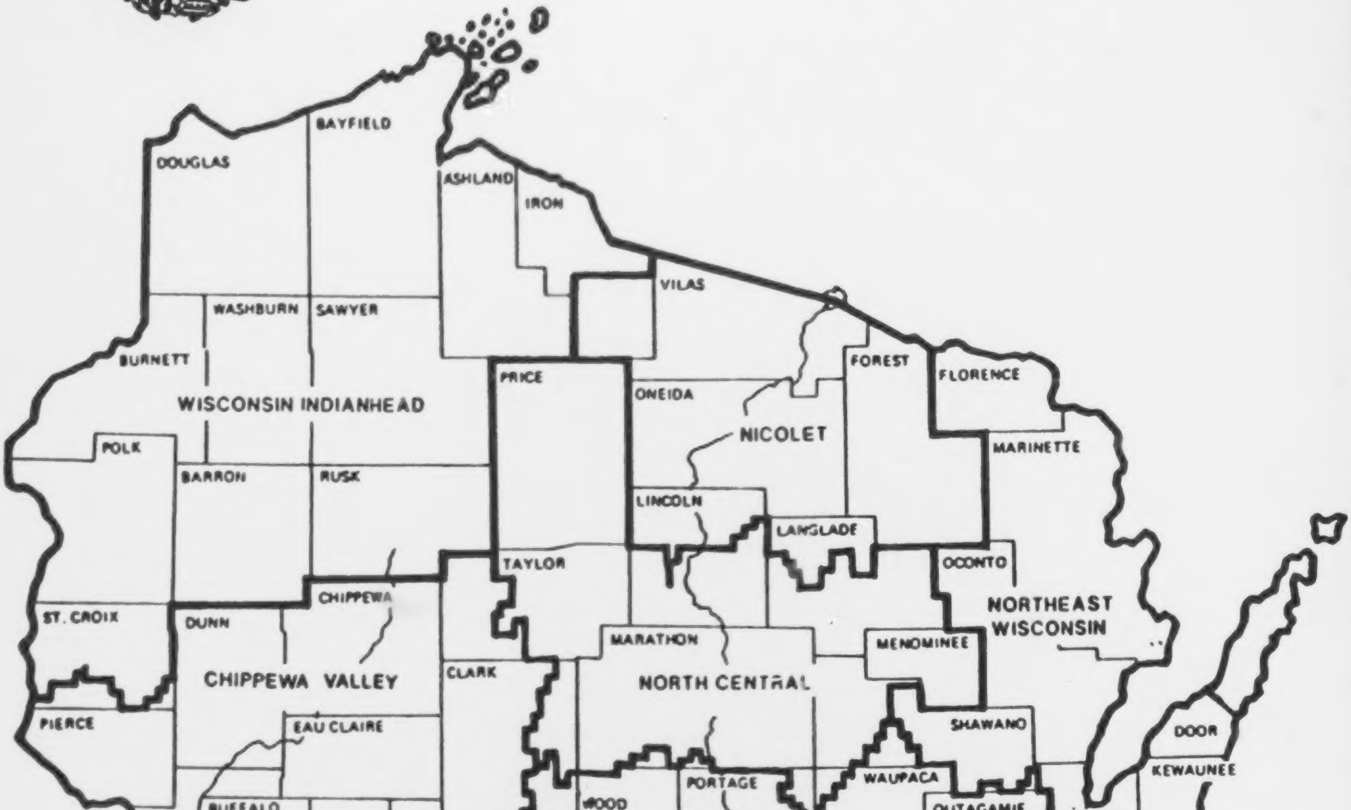
At least one-third of the VEA funds available for Consumer and Homemaking Education under Title III is required to be spent in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. The VTAE and secondary districts will spend at least one-third, approximately $226,500, of the Consumer and Homemaking funds allocated to the State in depressed areas. Overall, the districts will expend about two-thirds of these funds serving members of special populations.

Summary of Estimated Funds

	Total	WBVTAE	WBVTAE/DPI	DPI
Formula Funds	$12,257,067	$6,741,387		$5,515,680
Single Parent	1,308,875	719,881		588,994
Sex Equity	538,949	296,422		242,527
Corrections	164,969	90,733		74,236
State Admin.	824,847	453,666		371,181
State Programs	1,402,240	771,232		631,008
TITLE II Total	16,496,947	9,073,321		7,423,626
CBO's	230,917	127,004		103,913
Con. & Hmmking.	679,476	373,712		305,764
Tech-Prep	1,278,639		1,278,639	
TITLE III Total	2,189,032	500,716	1,278,639	409,677
GRAND TOTAL	$18,685,979	$9,574,037	$1,278,639	$7,833,303

State of Wisconsin

BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION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CHIPPEWA
ST. CROIX
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WASHINGTON
OZAUKEE
MILWAUKEE AREA
DANE
CRAWFORD
DISTRICT FOUR
WAUKESHA
SOUTHWEST WISCONSIN
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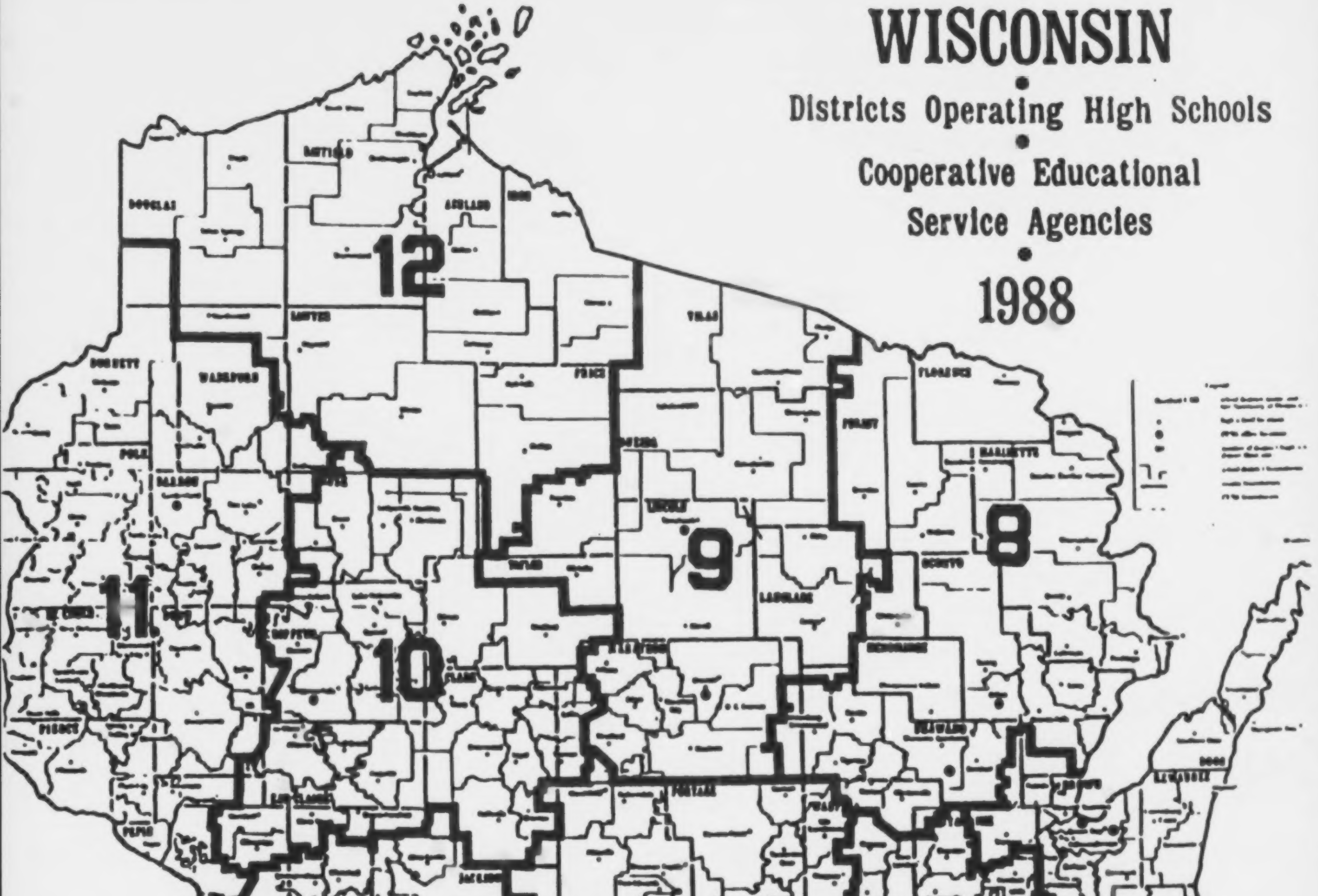
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The following tables present population and other information on the secondary and postsecondary/adult vocational-technical education systems in Wisconsin and on the population of the State. This data was reviewed as part of the measurable objective criteria used by the State Board and the Bureau for Vocational Education in the Department of Public Instruction in assessing the quality of vocational-technical education in the State.

The following table provides population information from the 1990 U.S. Census of Population.

State Population

Total, 1990	4,891,769
Total, 1980	4,705,642
Numerical Increase	186,127
Percent Increase	3.95%

Race/Ethnic Status

In the first set of numbers, persons of Hispanic origin are shown as a separate ethnic group. However, a person from Spain or one of the Latin American countries may identify themselves with a racial group as well as of Spanish origin; e.g., a person of Spanish origin may be White and choose to identify themselves as such on the Census form because that is what they consider themselves to be, just as a White person of German origin will most likely identify themselves as White and give their country of origin as Germany. The second set of numbers, therefore, shows the population of the State with persons of Spanish Origin distributed to the racial groups they entered on the Census forms. For example, there were 37,769 American Indians of Non-Hispanic Origin in Wisconsin in 1990; an additional 1,618 American Indians (39,387 minus 37,769 = 1,618) who identified themselves as being of Spanish Origin also identified themselves as American Indians.

American Indian	37,769
Asian	52,284
Black, Non-Hispanic	241,697
Hispanic Origin	93,194
White	4,464,677
Other	2,148

American Indian	39,387
Asian	53,583
Black	244,539
Hispanic	39,589
White	4,512,523
Other	2,148

Age

18 and Over	3,602,787	73.65%
17 and Under	1,288,982	26.35%

% Age by Race/Ethnic Status
(Hispanic Origin included in
racial groups)

This information on the age of Wisconsin's population is noteworthy because it shows the difference between white and minority populations in the number of individuals aged 17 and under. While the total number of minorities aged 17 and under equals 10.7 percent of the total population aged 17 and under, the percentages are significant in terms of providing vocational-technical education programs, services and activities to these populations.

18 and Over	3,602,787
American Indian	61.62%
Asian	57.14%
Black	59.88%
Hispanic	57.78%
White	74.86%
Other	56.12%
17 and Under	1,288,982
American Indian	38.38%
Asian	42.86%
Black	40.12%
Hispanic	42.22%
White	25.14%
Other	43.88%

The following table provides information on the estimated number of persons in the State who are eligible for services under the Job Training Partnership Act. The estimates were developed by the Department of Industry, Labor and Human Relations for the years 7-1-88 through 6-30-90.

Total Eligible	472,363
Sex	
Male	206,212
Female	266,150
Age	
Age 14 and 15	13,630
Age 16 through 21	94,852
Age 22 through 54	333,041
Age 55 through 69	30,841

Race/Ethnic Status

American Indian	8,509
Asian and Other	6,158
Black	53,704
Hispanic	12,959
White	391,032

Situation

Handicapped	37,378
Displaced Homemakers	37,848
High School Drop-Outs	68,468
Age 16 through 69	
AFDC-WEOP Eligible	64,555
Teenage Parents	19,046
Public Assistance	161,737
Offenders and Ex-Offenders	31,249
Veterans	52,197
(Vietnam Era Veterans)	(15,320)
Refugees	19,572

As of December 31, 1991, the Refugee Assistance program operated by the Department of Health and Social Services reported 29,397 persons who qualified as refugees.

Refugees

Total	29,397
Lao and Hmong	24,917
Vietnamese	3,751
Cambodian	729

The following table provides information on secondary and VTAE vocational-technical education. Unless otherwise noted, the figures refer to the 1989-90 program year and represent the State totals of data provided by the local districts. All information is for the 1989-90 program year except for the secondary follow-up figures which are from the 1988-89 program year. Secondary information is only from those secondary districts that received VEA funding in the year for which the information was submitted to the Department of Public Instruction.

ITEM	Secondary Districts	VTAE Districts
Districts		
Districts	381	16
Districts with Vocational Programs	197	16
A. Secondary/Postsecondary		
Enrollment		
Total	99,133	156,905
Males	56,221	72,229
Females	42,912	84,291
Sex Not Reported	--	385
Handicapped	9,796	7,358
Disadvantaged	25,665	37,558
Limited English Proficient	909	3,701
Race/Ethnic Status		
American Indian	6,943	1,480
Asian	1,317	3,204
Black, Non-Hispanic	6,943	8,271
Hispanic	1,835	3,845
White, Non-Hispanic	88,010	134,773
Not Reported	--	5,332
B. Completers		
Total	9,761	12,345
Number Entered Labor Force (LF = Employed + Unemployed)	4,225	11,417

SECONDARY	
Number Employed	3,090
Race/Ethnic Status	
American Indian	10
Asian	15
Black, Non-Hispanic	126
Hispanic	34
White, Non-Hispanic	2,905
Other Outcomes	
Number Unemployed	211
Pursuing Further Education	2,854
Entered Military	461

ITEM	Secondary Districts	VTAE Districts
POSTSECONDARY		
Completers		
Total		12,345
Males		4,945
Females		7,389
Sex Not Reported		11
Handicapped		813
Disadvantaged		5,407
Race/Ethnic Status		
American Indian		85
Asian		150
Black, Non-Hispanic		315
Hispanic		105
White, Non-Hispanic		11,414
Not Reported		276
Outcomes		
Employed, Related		8,948
Employed, Not Related		1,615
Relatedness Not Reported		32
Unemployed		819
Pursuing Further Education		686
ADULTS		
Adult Students in Training, Upgrading or Retraining Courses		
Total		263,250
Male		127,931
Female		132,526
Sex Not Reported		2,793
Handicapped		1,732
Disadvantaged		26,861
Limited English Proficient		2,439
Race/Ethnic Status		
American Indian		2,056
Asian		2,245
Black, Non-Hispanic		7,298
Hispanic		2,816
White, Non-Hispanic		233,385
Not Reported		15,450

ITEM	Secondary Districts	VTAE Districts
C. Consumer and Homemaking		
Enrollment		
Total	10,516	7,931
Male	2,618	2,075
Female	7,898	5,554
Sex Not Reported	--	302
Handicapped	1,034	735
Disadvantaged	3,589	3,480
Limited English Proficient	Not Available	746
Race/Ethnic Status		
American Indian	158	182
Asian	119	788
Black, Non-Hispanic	1,332	78
Hispanic	233	294
White Non-Hispanic	8,674	5,774
Not Reported	--	815
D. Student Organizations		
Membership		
Future Farmers of America	15,015	
Postsecondary Agricultural Students		137
Distributive Education Clubs of America	6,137	
Wisconsin Marketing and Management Association		833
Future Business Leaders of America	6,048	
Business Professionals of America		695
Health Occupations Students of America	48	159
Vocational Industrial Clubs of America	2,100	565
Future Homemakers of America/ Home Economics Related Occupations	5,335	
Wisconsin Student Organization		281

VII. DPI ASSESSMENT OF NEEDS AND RESULTS

Section 113 and 116 Assessment Criteria Factors

1. Integration of academic and vocational education.

The goal in terms of student outcomes is the selection of a career/occupational cluster that provides for strong academics and vocational education with a broad occupational view. This goal is achieved through the supportive, collaborative efforts of academic and vocational instructors at both the secondary and postsecondary levels.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum integration efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Discipline-specific vocational advisory committees, which include representation of related businesses & industries and VTAE instructors, are to be utilized in the development, implementation and evaluation of integration efforts.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model is developed by the school that provides for the successful transition of the student from school to the community.
- Academic and vocational instructors actively participate in professional development programs, tours, and other related activities that enhance the integration process.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.

Source Document Numbers

1, 5, 13, 14, 16, 17, 23, 29, 30, 35, 47 (Reference page 34)

2. Sequential courses of study leading to both academic and occupational competence.

Coherent sequence of courses that provide multiple learning options for students to enter one of three phases of continued educational development: Work Prep (especially youth apprenticeship), Tech Prep, or College Prep. The integration of academic and vocational education is an activity that should consider entire programs rather than individual courses.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- K-14 Vertical Sequencing, where successive courses reinforce previously completed courses, along with Horizontal Alignment, where teachers from both academic and vocational education areas coordinate the content of what they are to teach, must occur simultaneously.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts. Committees are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Sequencing efforts must receive consistent support from state and local administrators.
- A model is developed by the school that provides for the successful transition of the student from school to the community.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions and sequencing efforts.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their progress in both academic and vocational competence attainment.

- Incarcerated students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP, IVP, or ITP.

Source Document Numbers

4, 5, 13, 16, 17, 23, 60 (Reference page 34)

3. Increased student work skill attainment and job placement.

Provide access to an education for employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation. This basis provides opportunities for continued educational development for all students in programs that reflect the nature of business and industry needs.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Academic and vocational instructors actively participate in professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model is developed by the school that provides for the successful transition of the student from school to the community.

- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

2, 3, 7, 15, 61 (Reference page 34)

4. Increased linkages between secondary and postsecondary educational institutions.

Coordination of secondary and postsecondary programs will be part of formal agreements which result in students pursuing a course of study at the secondary level which feeds directly into a postsecondary program. All K-12 districts should formally articulate their occupational and tech prep curricula with all VTAE districts. Efforts should also be made to articulate college prep curricula with 4-year colleges and universities.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum articulation efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Formal articulation agreements should be formed between appropriate secondary and postsecondary institutes.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.
- Cooperative efforts must receive consistent support from state and local administrators.

- Professional development conferences should include instructors and administrators from both secondary and postsecondary schools.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.

Source Document Numbers

2, 7, 10, 14, 15, 16, 17 (Reference page 34)

5. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

Once student career interests are identified, every effort must be made to provide students with a wide variety of training and experience in their career interest area by providing access to a program that offers alternative paths to occupational success including specific job preparation, technical preparation and/or college preparation. This basis provides opportunities for continuing educational development for all students in programs that reflect the nature of business and industry needs.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts which incorporate actual business/industry experiences through in-school experiences (guest speakers, problem solving case studies involving local businesses, etc.) and out-of-school experiences (school supervised experiences such as coop programs, internships, apprenticeships, field trips, etc.). Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.

- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).

Source Document Numbers

7, 14, 15, 17, 23, 29, 30, 35, 36, 37, 45, 61 (Reference page 34)

6. The ability of recipients to meet the needs of special populations with respect to vocational education.

Provisions of the new law address services and activities that would accommodate learners who have special needs. These special needs students, which includes but is not limited to handicapped, disadvantaged, Limited English Proficient (LEP), and teenage single parents, should be provided opportunities in vocational education programs.

Criteria

- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts. Teams are encouraged to move proactively rather

than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.

- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Assessment criteria pertaining to special needs learners should include the following:
    - the portion of each special needs population that enrolls in and successfully completes a vocational education course;
    - the portion of each special needs population that enters and successfully completes a vocational education program;
    - the portion of each special needs population that obtains and retains a job related to the program they completed; and
    - the postschool services each special needs population needs in order to find and maintain employment upon exiting the educational system.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Special population students enrolled in vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- All instructors, counselors, and administrators actively participate in inservices, professional development programs and other related activities that enhance their understanding and capabilities to meet the needs of special needs students.
- The utilization of teaching teams to enhance programming efforts to meet student needs should be encouraged.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.

- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

12, 15, 17, 19 (Reference page 34)

7. **Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.**

State curriculum planning guides provide school districts greater flexibility in providing a broad-based curriculum directed toward a more diverse student population that allows various groups to succeed. A sound foundation of educational competence will lead to increased self esteem and the development of positive attitudes toward life, family, work, and the community.

Criteria

- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Assessment criteria pertaining to poor and low-achieving students should include the following:
    - the portion of each special needs population that enrolls in and successfully completes a vocational education course;
    - the portion of each special needs population that enters and successfully completes a vocational education program;
    - the portion of each special needs population that obtains and retains a job related to the program they completed; and
    - the postschool services each special needs population needs in order to find and maintain employment upon exiting the educational system.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.

- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Special population students enrolled in vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Utilization of the mentor model to increase linkages with the business community to "sponsor" schools should be increased significantly.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide for students competence in areas determined to be deficient.
- All instructors, counselors, and administrators should actively participate in inservices, professional development programs and other related activities that enhance their understanding and capabilities to fully meet the needs of poor and low-achieving students.
- The utilization of teaching teams to enhance the programming efforts to meet the needs of poor and low-achieving students should be encouraged.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

6, 9, 11, 12, 14, 16, 19, 39, 42, 56 (Reference page 34)

8. The relevance of programs to the workplace and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies.

Relevant and up-to-date educational programs for students that reflect current and future market needs is a must. Students should enter the workplace in the area for which they are prepared. Teachers must remain technologically current as well as prepared for new and emerging trends, needs, and attitudes desired in the workplace.

CRITERIA

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in inservice workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Provide incarcerated students with revitalized guidance and counseling programs, applied academic courses, and vocational instruction with workplace-related competencies.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.

- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

7, 15, 29, 36, 37, 45, 60 (Reference page 34)

9. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Given the dynamic nature of educational and workforce technology, programming efforts must develop general, transferable competencies that facilitate the student's ability to utilize a wide range of technologies.

CRITERIA

- Programming efforts should develop general, transferable competencies rather than job or equipment specific competencies.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees.
- Constant evaluation of programming efforts must be conducted to assure that current and future workplace demands are adequately reflected and students' occupational needs are met.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in inservice workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction at all levels of education (K-12 and postsecondary).
- Provide incarcerated students with relevant vocational curriculum, current equipment and appropriate instructional materials to meet the demands of the workforce.

- "Sharing Networks" that facilitate the exchange of human and nonhuman technologies should be developed between education and business.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

2, 7, 14, 15, 17, 60 (Reference page 34)

10. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

Competencies reflecting the labor market needs of the locality will reflect the hiring needs of employers and the educational institution. Competencies should be reflective of both academic and vocational education knowledge, attitudes and skills. Meaningful partnerships between education and business will provide the input necessary to keep training current and relevant. Providing access to an education for employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation is vital.

CRITERIA

- Educational programming should reflect the need to develop employability skills in all students in K-12 programs beginning as early as possible.

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries and VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Coordinate the transitioning of incarcerated students to the workplace and/or postsecondary training.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in inservice workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, programming planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.

- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

7, 17, 29, 50, 58, 60 (Reference page 34)

11. Meeting academic, occupational, training, and retraining needs of postsecondary and adult students.

Identification of pupil needs and interests as well as provision of instruction which practically applies basic skills in the general and vocational curriculum are two requirements of Wisconsin's Education For Employment Standards. These are documented in each district's Education for Employment Plan which is submditted to and approved by the State Superindentent.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts which incorporate actual business/industry experiences through in-school experiences (guest speakers, problem solving case studies involving local businesses, etc.) and out-of-school experiences (school supervised experiences such as coop programs, internships, apprenticeships, field trips, etc.). Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.

- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).

Source Document Numbers

7, 14, 15, 17, 23, 29, 30, 35, 36, 37, 45, 61 (Reference page 34)

12. Postsecondary vocational-technical programs capable of providing students with:

A. Strong experience in and understanding of all aspects of the industry they are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues.

Wisconsin's Education for Employment Standards requires all schools to provide access to a 9-12 vocational education program which has curriculum based on labor market information including follow-up studies of graduates, job placement, and employment needs. Evaluation of attainment of these criteria is achieved through the 20 Standards Audit completed in 20 percent of Wisconsin's LEA's annually.

B. Strong development in and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.

In addition to the curriculum based requirements discussed in the response to 12.a. above, all Wisconsin schools must offer school supervised work experience based on the following guidelines:

Community field experience relating to work in grades K-12;

More specific occupational training in grades 7-12; and

Paid work experience in grades 10-12.

Again, evaluation of achievement is annually conducted for 20 percent of Wisconsin LEA's through the 20 Standards Audit Process.

CRITERIA

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in inservice workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Provide incarcerated students with revitalized guidance and counseling programs, applied academic courses, and vocational instruction with workplace-related competencies.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.

- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

7, 15, 29, 36, 37, 45, 60 (Reference page 34)

13. Amplify and expand the "whole person" concept of education, including leadership, personal and interpersonal skills.

The mission of each educational institution should be to provide a dynamic educational system. This mission includes more than preparing students for future occupations; it includes preparing students for life. Knowledge and skills necessary to be successful in the role of a family member and in the role of a community leader must be incorporated into the educational process at all levels.

CRITERIA

- K-12 educational programming should reflect the need to develop the "whole person" in each student. This programming should include the development of leadership, personal, and interpersonal skills as well as an understanding of the family unit and community dynamics, and the relationship of vocational discipline areas to the local, state, national, and international economies.
- Increased levels of involvement in the educational process by individual family units and community leaders should be facilitated.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as VTAE instructors, are to be utilized in the development, implementation and evaluation of programming efforts. Committees are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.

- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, field trips, etc.) that increase student awareness and competence of family, community, and work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the family, in the community, and in the workplace.

Source Document Numbers

2, 7, 13, 14, 15, 17 (Reference page 34)

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Summary of Needs

The State of Wisconsin has conducted a number of task force and committee studies to examine the State's school-to-work transition effort. As a result, we have self study reports and recommendations which are sources of current information and statistics.

(1) At least three Wisconsin Task Forces and one University research study examined the issues surrounding the need to improve the technical preparation of Wisconsin youth. The testimony they heard reflects the circumstances in Wisconsin: the changing nature of our economy and employment opportunities, the pervasive over-valuing of university based education, and the need to provide high quality occupational preparation for all students in our increasingly diverse communities.

(2) Wisconsin curriculum documents and National Task Force and Commission Reports provide standards for assessing existing programs and identifying needed changes;

(3) The Wisconsin Vocational Education Data System (VEDS) data quantify needs of special populations;

(4) Data from the Wisconsin Occupational Information Coordinating Committee, a part of the Wisconsin Department of Industry, Labor and Human Relations, has been used in conducting the assessment. Current and future labor market needs were factors considered in assessing the current circumstances and identifying a model school-to-work transition plan.

The recommendations from the Task Forces and conclusions which can be drawn from examining the data included here demonstrate the need for increased collaboration between educational systems, between education and business, industry and labor, and between educators in local settings.

PART B
Secondary Funding Table
1990 Carl D. Perkins Vocational & Applied Technology Education Act

Title II	FY92 Total	FY92 DPI Share (45%)	Projected FY93 DPI Share	Projected FY94 DPI Share
Basic State Grant	$16,496,947	$7,423,626	$7,423,626	$7,423,626
• 5.0% Administration (includes $27,000 for sex equity administration)		371,181	371,181	371,181
• 8.5% State Leadership		631,008	631,008	631,008
• 7.5% Single Parent*		588,994	588,994	588,994
• 3% Gender Equity*		242,527	242,527	242,527
• 1.0% Incarcerated		74,236	74,236	74,236
• 75% Local funds for Program Improvement for Tech Prep Initiative*		5,515,680	5,515,680	5,515,680
-- Upgrading Curriculum		(997,815)	(997,815)	(997,815)
-- Equipment Purchase, including Instructional Aids		(443,473)	(443,473)	(443,473)
-- Inservice for Voc. Ed. Instructions & Academic Instructors Working with Voc. Ed. Students for Integrating Academic and Voc. Ed.		(997,815)	(997,815)	(997,815)
-- Guidance and Counseling**		(194,000)	(194,000)	(194,000)
-- Remedial Courses		(443,473)	(443,473)	(443,473)
-- Adaptation of Equipment		(443,473)	(443,473)	(443,473)
-- Supplementary Services for Special Populations		(997,816)	(997,816)	(997,816)
-- Special Populations Coordinator		(-0-)	(-0-)	(-0-)
-- Apprenticeship Programs		(997,815)	(997,815)	(997,815)
-- Programs Tied to Economic Development Initiatives of the State		(-0-)	(-0-)	(-0-)
-- Adult Training		(-0-)	(-0-)	(-0-)
-- Mentor Programs in Institutions of Higher Education		(-0-)	(-0-)	(-0-)
-- Private Sector Provision		(-0-)	(-0-)	(-0-)

Title III	Total	DPI Share FY92	DPI Share FY93	DPI Share FY94
Community Based Organizations (CBO's)	230,917	103,912	103,912	103,912
Consumer Homemaking Education	679,476	305,764	305,764	305,764
-- Full-Time State Administrator		(18,346)	(18,346)	(18,346)
Tech Prep Initiative***	$1,278,639	$1,278,639	$1,278,639	$1,278,639

* Adjusted for hold harmless provision

** Each eligible recipient must use 3.5% of their adjusted grant for guidance and counseling

*** Dollars Administered by DPI, Tech Prep initiatives must be cooperatively developed by VTAE districts and secondary schools

(Revised 8/29)

Introduction

The stated purpose of this federal act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. The Wisconsin Department of Public Instruction proposes to achieve this purpose by conceptually framing the use of Carl Perkins funds around the School-to-Work Transition and concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship options. These curriculum-based efforts are needed by youth to obtain high skill, high wage employment and assist in improving the economic future of the state and nation. To realize these ends, the following goals and objectives are to provide guidance in the development and operation of these initiatives.

SECONDARY VOCATIONAL EDUCATION PROGRAMS

TITLE II, SUBPART 2, SECTION 235

The purpose of Title II, Part C, of the Act is to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

Use of Funds

The Department of Public Instruction proposes to achieve this purpose by conceptually framing the use of Carl Perkins funds around the School-to-Work Transition and concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship options. These curriculum-based efforts are needed by youth to obtain high skill, high wage employment and assist in improving the economic future of the state.

Requirements

Each eligible recipient that receives a grant under Part C shall give priority under this Part to sites or programs that serve the highest concentrations of individuals who are members of special populations.

Funds made available under this Part shall be used to provide vocational education programs that--

a) Are of such size, scope and quality as to be effective;

b) Integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c) Provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118.

In order to carry out the above, funds may be used for program improvement to implement the Tech Prep Initiative for the following activities:

a) Upgrading curriculum;

b) Equipment purchases, including instructional aids;

c) In-service for both vocational education instructors and academic instructors working with vocational education students for integrating academic and vocational education;

d) Guidance and counseling;

e) Remedial courses;

f) Adaptation of equipment;

g) Supplementary services designed to meet the needs of special populations;

h) A special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training; and

i) Apprenticeship programs.

LEA Formula Distribution Requirements (Part C)

Goal 1: To provide Tech Prep and Youth Apprenticeship options to all people and groups equally and without discrimination.

OBJECTIVES

1.1. To develop and implement broad based curriculum and instruction that is directed toward meeting the needs of an increasingly more diverse student population, utilizing DPI guides, standards and materials.

1.2. To assess and identify the career interests of individual students and provide career counseling resulting in access to educational and career programs related to student interest and proficiency.

1.3. To provide students with a wide variety of training and experiences (resulting in better educated, more fully developed members of society).

1.4. To provide equal opportunity and support services for learners in special populations and minorities to succeed in the total vocational education program.

Goal 2: To develop Tech Prep and Youth Apprenticeship options that continually and systematically respond to the trends and demands of the marketplace.

OBJECTIVES

2.1. To develop educational program competencies that are reflective of the labor market.

2.2. To assist teachers in developing professional and instructional competence reflecting current and future labor market needs.

2.3. To provide students with multiple, relevant and up-to-date experiences which will assist them in entering the workplace in the area of their preparation and/or to succeed in postsecondary experiences.

Goal 3: To amplify and expand the "whole person" concept of education within Tech Prep and Youth Apprenticeship options.

OBJECTIVES

3.1. To emphasize the mission of the educational system to develop the "whole person" in each student.

3.2. To provide opportunities for students to develop a foundation of educational competence related to family, work and community life.

3.3. To expand educational opportunities for students to develop leadership, personal and interpersonal skills.

3.4. To provide opportunities for students to develop academic and vocational competencies reflective of the knowledge, attitudes, and skills desired in the labor market.

Goal 4: To elevate and extend standards of excellence in classroom and laboratory instruction, supervised experiences and student organizations.

OBJECTIVES

4.1. To develop the three strategies (work prep, tech prep, college prep) which organize educational experiences and to emphasize occupational options in connection with the Education for Employment standard.

4.2. To encourage academic and vocational integration of the total educational program.

4.3. To provide vocational education programs organized around broad career/occupational clusters and integrated academic competencies.

4.4. To provide vocational programs that develop general, transferable competencies which facilitate students' abilities to utilize a wide range of technologies.

Goal 5: To provide leadership and cultivate strong partnerships between the educational system and business, industry and labor.

OBJECTIVES

5.1. To provide leadership efforts to develop coordinated secondary and postsecondary competencies, which facilitate student transition into any VTAE district or program.

5.2. To promote and assist development of partnerships between education, business, industry and labor which result in training systems becoming and remaining current.

5.3. To encourage the development of collaborative efforts by instructors and related personnel to integrate academic and vocational education in secondary schools and with the postsecondary level.

Single Parent and Displaced Homemaker Requirements (Part B)

Title II, Part B, Subpart 1, Section 221 states that "each State shall use the amount reserved under Section 102(a)(2)(A) only to:

1. Provide, subsidize, reimburse, or pay for preparatory services including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;

2. Make grants to eligible recipients for expanding preparatory services and vocational education when the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

3. Make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

4. Make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by

organizing and scheduling the programs so that such programs are more accessible; or

5. Provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling."

Definitions

The term "single parent" means an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

The term "displaced homemaker" means an individual who is an adult and has worked as an adult primarily without remuneration to care for the home and family and for that reason has diminished marketable skills, has been dependent on public assistance or on the income of a relative but is no longer supported by such income, is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act, or is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or meets the preceding criteria and is a criminal offender.

Need

Four out of 10 girls who are now 14 years old will get pregnant in their teens. Two in 10 will give birth. Data from the Wisconsin Adolescent Pregnancy Prevention and Services Board (1986) shows that 7,700 Wisconsin school age girls became pregnant in 1984, resulting in over 5,500 births to adolescents. Of these births to Wisconsin teen mothers, 1,150 are repeat pregnancies. Twenty to twenty-five percent of teen mothers have one or more additional babies while a teenager.

Families headed by teen mothers are seven times more likely to be poor. Ninety to ninety-six percent of these teens keep their babies and 78-90 percent become single parents. Teen parents who are married have a higher rate of marital dissolution which results in additional numbers of single parents. There is no source of data about the number of teen males who have custody or joint custody of their children. The needs of teen fathers have been virtually ignored.

Teenage single parents experience a wide range of consequences and challenges which have long range effects. According to a September, 1981 study by The Urban Institute of Washington, D.C., nearly four out of five teenage mothers drop out of school. A study by the Council of Chief State School Officers in "Concerns" (March 1984), showed that teenage fathers are only 70 percent as likely to graduate from high school as nonparent teenage males. Many teen parents have little preparation for economic self-sufficiency or for balancing the dual roles of homemaker/parent and wage earner.

Many teen parents:

1. Lack education-a high school degree;
2. Lack employability skills or equivalent;
3. Lack marketable skills;
4. Lack self-esteem;
5. Lack work experience;
6. Hold extremely stereotyped notions about the kind of work they want or might be able to do;
7. Have limited career aspirations;
8. May be behind grade level in academic achievement;
9. Obtain low paying and unrewarding jobs (if any employment is obtained);
10. Face many barriers to employment-including employer discrimination;
11. Have a great need for support services to assist them to complete an education and prepare for employment.

Few Wisconsin school districts offer programs or services to meet the needs identified above. Wisconsin has 153 school-age parent (SAPAR) programs which serve 1,159 pregnant teenagers according to a 1988 report done by the State Legislative Audit Bureau. These programs offer special support services for students before and after delivery. Many of these programs focus on needs other than career, employability, and vocational needs. School age parents programs service only about 20 percent of eligible students and 53 percent of SAPAR dollars are spent on aides or teacher salaries to provide direct services to the school age parent.

An additional need should be noted. In each of the three years (FY 89, 90, 91) of Carl Perkins Act funding, Wisconsin received applications for assistance which exceeded the available funding. For example:

During FY 89, the Department received 27 applications requesting $1,039,399 and funded 20 projects for $629,481.

During FY 90, the Department received 25 applications requesting $1,115,958 and funded 22 projects for $623,204 (with $50,000 of this appropriated under Title IIB).

During FY 91, the Department received 25 applications requesting $939,640 and funded 24 projects for $544,991.

Local school districts last year served 667 (VEDS 1989) teen single parents with Carl Perkins funds. Some of the services provided to students include the following components:

- a. Career counseling with special emphasis on technical, nontraditional, higher wage/higher benefits;
- b. Basic and remedial literacy instruction;
- c. Career exploration and development activities;
- d. Employability and life management skills.

Goals

1. Single parents will be provided with equal access to recruitment, enrollment, and placement activities.

2. Single parents will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, tech prep, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as a member of special populations.

3. Coordinated secondary and postsecondary competencies which provide single parents the opportunity for transition into any VTAE district or program will be developed.

4. Opportunities for single parents to develop a foundation of educational competence related to work and community life will be expanded.

Planned Activities to Meet Goals:

1. Fund projects, activities, personnel and programs to meet the needs of single parents, including the development of models that provide a wide variety of training experiences and opportunities for students to develop educational competencies. Annual application guidelines developed by the administrator for Vocational Equity and Single Parent Programs and approved by the Department should provide priority emphasis on two or more of the following:

    - a. Expanded opportunities for single parents to develop a foundation of educational competencies related to work and community;
    - b. Vocational education programs organized on broad career/occupational clusters and integrated academic competencies;
    - c. Integrate academic and vocational education (i.e., occupational prep, tech prep, college prep) in programs ensuring a connection with the Education for Employment Standard;

d. Vocational programs that develop general transferable competencies which utilize a wide range of technologies;

e. Expanded opportunities for developing leadership, personal and interpersonal skills;

f. Vocational assessment and testing;

g. Equal opportunity and support services for single parents to succeed in vocational education such as: child care, transportation, special career counseling and guidance resulting in access to educational and career programs related to student interest and proficiency, remediation, academic and vocational education competencies, classroom aides, materials, mentors and community role models, tutors, job development and placement activities, pregnancy prevention, employment and social services;

h. Relevant and up-to-date experiences which will assist the students in entering the workplace in the area of preparation and/or to succeed in postsecondary experiences;

i. Develop partnerships between education, business, industry and labor which result in training systems becoming and remaining current; and

j. Linkage with other programs and agencies such as JTPA, VTAE and DHSS, etc.

2. Fund technical assistance statewide which will increase the capacity of eligible recipients to provide single parent programs.

3. Fund the development of informational materials that are reflective of current/future labor market needs, vocational education programs and related support services which inform single parents of opportunities.

4. Fund staff development activities to increase professional and instructional competencies reflective of current and future labor market needs. For example:

   Develop collaborative efforts for instructors and related professionals to integrate academic and vocational education in secondary with postsecondary.

5. Fund the development and implementation of broad based curriculum and instruction that is directed toward meeting the needs of the single parent; utilizing DPI guides, standards and materials.

6. Fund needs assessments to determine the needs of single parents in order to provide access to programs that address their critical needs.

7. Fund staff time for a Single Parent Coordinator who has multiple roles in directing a comprehensive program providing instructional and support services to students.

8. Coordinate Carl D. Perkins single parent programs jointly with other funding sources such as: Job Training Partnership Act programs, Learnfare or other support services programs, school-age parent programs and other Children At Risk programs.

Assurance and Criteria for Approval of Single Parent Programs:

In the use of funds available any eligible recipient desiring financial assistance shall adhere to requirements established by the State and must emphasize assisting students with the greatest financial need. Applications must cover a three year period, the same as the State plan, but funding will be granted on an annual competitive basis in accordance with annual guidelines.

Wisconsin local school districts, with the exception of the Milwaukee Public School District, do not have legislative authority to contract with the community-based organizations (CBO's).

Criteria for the approval of projects will include but not be limited to:

1. Statement of need based on local needs assessment of each individual of this special population.
2. Description of how the needs of single parents were assessed.
3. Description of the planned use of funds to meet such needs.
4. Assurances that programs funded shall be carried out to standard.
   a. Operational plan with timelines
   b. Measurable objective and outcomes
5. Description of the program evaluation standards the applicant will use to measure its progress.
   a. Evaluation plan with timelines
6. Assurances that the eligible recipients will be provided an advanced vocational education program (based on local labor market information).
   a. Non-traditional occupation
   b. Work experience opportunities
   c. Apprenticeship
   d. Tech Prep
   e. Placement activities
   f. High school completion

7. Description of how the eligible recipient will monitor the provision of vocational education to single parents.

8. The budget.

9. Relationship to statewide priorities and application guidelines.

10. Sufficient size and scope of project.

Sex Equity Requirements (Part B)

Title II, Part B, Sub-part 1, Section 222, states that "each state shall use the amount reserved under 102(a)(2)(B) only for:

1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

2. Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

3. Support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."

Need

Sex equity is freedom from favoritism based on gender. Achieving sex equity enables both women and men of all ethnic backgrounds to develop the skills they need in the home and in the paid labor force, and that suit the individual's "informed interests" and abilities. It also fosters mutual trust, as it allows people of both sexes the freedom to fulfill many roles.

Sex equity actions are deliberate efforts to build partnership skills between men and women, enhance people's ability to work together productively; build stable and satisfying family relationships; expand career opportunities; and eliminate sex bias, sex-role stereotyping, and discrimination on the basis of sex.

According to the Women's Bureau of the U.S. Department of Labor, facts on women in the work force show that 67 percent of all women between the ages of 18 and 64 were in the work force in 1987. Women comprised 44.8 percent of the entire civilian labor force in 1987, and 72 percent of women workers have full-time jobs while 28 percent are working part-time. As of 1990, it is expected that at least 86 percent of parents with children of any age will both be in the work force.

Perhaps one of the most startling projections is this: A woman who married at age 22 in 1980 can expect to spend two-thirds of her adult life without children in the home, and one-half to two-thirds of her adult life without a husband. According to the Women's Research and Education Institute, "Work and Women in the 1980s," these major demographic changes are forcing women to reduce the importance of marriage in their lives and increase the importance of a career.

Secondary level vocational educators are making some progress toward eliminating sex role stereotyping, bias, and discrimination. The Wisconsin figures for 1986 (VEDS data) indicated that there was limited enrollment in non-traditional vocational programs. A comparison of figures from 1990 (VEDS data) indicates there has been some progress in enrolling vocational education students in non-traditional areas, but that progress has been very slow.

	VEDS DATA	
DISCIPLINE AREA	**1986**	**1990**
Agriculture	16% female	18% female
Business Education	10% male	17% male
Health Care	9% male	15% male
Home Economics	32% male	30% male
Marketing Education	36% male	41% male
Technology Education	6% female	8% female

While vocational sex equity activities have raised awareness of equity issues and developed several model programs, not all schools have taken affirmative or programmatic steps to neutralize sex bias and occupational stereotyping. Vocational evaluations continue to indicate sex segregated enrollments, wage gaps for female graduates, civil rights compliance deficiencies, and few active efforts to promote sex equity at the local level. Surveys of student attitudes and knowledge about female participation in the work force consistently indicate that many students make vocational choices based on stereotyped myths rather than on labor market facts.

During the last three years of Carl Perkins Act funding (FY 89, FY 90, FY 91), there has been a concentrated effort to develop more sex equity expertise at the regional and local levels by providing on-site technical assistance to vocational administrators, instructors, and counselors. To help develop this expertise, the Department of Public Instruction established the Vocational Gender Equity Cadre. The Cadre has a minimum of three educators from each Cooperative Educational Services Agency (CESA) of which there are 12 in Wisconsin. CESAs in Wisconsin are intermediate service agencies for school districts. The Department's intent was to foster and enhance regional delivery of vocational equity services, activities and programs.

The goals of the Cadre are as follows:

1. To support projects, activities, career guidance and counseling, personnel and programs which promote vocational equity, or increase access and participation for females in vocational education, or meet the special needs of non-traditional students.

2. To expand the capacity of administrators, counselors, and teachers to promote and achieve vocational equity.

3. To develop vocational equity competencies for administrators, counselors, teachers, and students.

4. To provide vocational education programs, preparatory services, and activities for girls and women aged 14-25 designed to enable them to support themselves and their families.

5. To foster curriculum development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

6. To foster and expand partnerships with agencies and organizations, and business and industry in support of vocational equity.

7. To promote, and implement the Wisconsin Model for Sex Equity in Career and Vocational Education.

Funds from the 1990 Carl D. Perkins Vocational and Applied Technology Education Act will be used for continued support of efforts by the Vocational Gender Equity Cadre, local school district staff, and university technical assistance projects. The Wisconsin Model for Sex Equity in Career and Vocational Education is being implemented, and a goal is to have phases 1 - 3 of that Wisconsin Model implemented by 100 percent (approximately 200 districts) of the Carl Perkins Act school districts by 1995. Cadre members will provide technical assistance and consultative support as school districts implement the model. A more detailed list of some of the activities planned to meet goals of the 1990 Carl Perkins Act include the following:

Planned Activities to Meet Goals

1. To fund programs, services, and activities to eliminate sex bias and stereotyping in secondary vocational education, including but not limited to:

    a. Continue support of the statewide Sex Equity Resource Center to provide technical assistance to subrecipients (i.e., CESAs and LEAs).

    b. Provide consultants and regional vocational equity personnel to deliver technical assistance to vocational administrators, counselors, and instructors.

    c. The purchase and acquisition of resources which promote vocational equity.

    d. The collection, analysis and dissemination of data on the educational and employment needs of young women and men.

    e. Projects designed to implement the sex equity functions outlined in Sec. 222 of the Act.

f. Curriculum revision or development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

g. Programs and activities which overcome sex role stereotyping in vocational education, and provide support services for non-traditional students.

h. The development and dissemination of informational materials for young women concerning vocational and employment opportunities with a special emphasis on non-traditional, technical, high-technology, new and emerging occupations.

i. Assessments of vocational education programs for sex bias and stereotyping, the needs of young women, and the needs of males and females who desire to enter occupations not traditionally associated with their sex.

j. Staff development activities which increase the capacity of administrators, instructors, and counselors to take affirmative or programmatic steps to achieve vocational equity.

k. Implementation of model courses/activities for students which increase their interest in, and preparation for, non-traditional occupations; prepare them for the dual roles of homemaker/parent and wage-earner; expand adolescent role expectation; increase female self-esteem and motivation to achieve economic self-sufficiency; promote student equity awareness; and develop new skills (e.g., assertiveness, networking) for students continuing to choose traditional careers which will maximize their options.

l. Activities which foster business/industry and parental support for vocational equity and the development of partnerships and collaborative efforts with community agencies, organizations, and businesses to achieve vocational equity.

m. Sex equity activities conducted by Vocational Student Organizations.

n. Development of additional activities, resources or programs identified through the needs assessment process of the Wisconsin model.

o. Support the 20 standards for education excellence in Wisconsin. These standards are intended to create school districts "as nearly uniform as possible." While nondiscrimination and equity concerns can be related to each of the 20 standards, four seem particularly applicable and provide numerous opportunities to achieve and advance educational equity. These four are:

   Standard (e), the Guidance and Counseling Services standard, which states that "each school board shall provide guidance and counseling services." The Wisconsin Developmental Guidance Model (WDGM) serves as a framework around which schools may develop their local counseling services plan. The model identifies and focuses on guidance in three major developmental areas-learning, personal/social, and career/vocational. The WDGM is presented in the DPI publication School Counseling Programs: A Resource and Planning Guide. In addition, Classroom Activities in Sex Equity for Developmental Guidance, published by the DPI, provides activities organized around the WDGM's three major developmental areas.

Standard (k), the Curriculum Plan standard, which states that "each school board shall develop a written, sequential curriculum plan ... (which) shall specify objectives, course content, resources, and shall include a program evaluation method." The evaluation method that school boards develop for written curriculum plans can be much more than a paper work exercise. It could provide educators the opportunity to evaluate the level of equity in their district's schools. The DPI publishes curriculum guides for most subject areas to help school administrators and staff develop, expand, or update their programs.

Standard (m), the Education for Employment standard, which states that "each school board shall provide access to an education for employment plan that has been approved by the state superintendent." By ensuring equal access to and equal treatment in education for employment programs to all students, females have a chance to reach parity with males in their awareness of occupational opportunities and in their career expectations and aspirations.

Standard (n), the Children at Risk standard, which states that "each school board shall develop a plan for children at risk under s. 118.153, Wisconsin Statutes." Many young people (especially young women) are at risk of failing to graduate from high school, of making poor decisions that lead to dependency or victimization, or of not being aware of their options and opportunities for the future. Programs, plans, and activities implemented under this standard offer prevention and early intervention assistance to these young women. For example, one such program helps pregnant and parenting teens graduate from high school.

p. Provide assistance to Bureau For Vocational Education staff at the Department of Public Instruction to ensure that the goals of sex equity are achieved through their program areas and curriculum projects.

2. To fund vocational education programs, services, and activities for girls and women aged 14-25 designed to enable them to be economically self-sufficient. It is the Department's intent to fund supplemental costs and support services necessary for females to participate in existing or emerging vocational education programs. Priority will be given to those programs, services, and activities which promote non-traditional, technical, new and emerging occupations, and tech prep programs.

3. Fund a wide variety of support services for individuals participating in vocational education programs (outlined in numbers 1 and 2 above), including but not limited to:

   a. Dependent care services
   b. Transportation
   c. Peer support groups
   d. Special counseling and guidance
   e. Remediation in basic skills
   f. Classroom aides
   g. Instructional materials
   h. Community role models
   i. Tutors
   j. Pre-vocational assessment and activities
   k. Job development and placement

Criminal Offenders Requirements (Part B)

Title II, Part B, Subpart 2, Section 225 indicates how funds available for this purpose are to be used in providing vocational education services and activities which meet the special needs of criminal offenders who are serving in a correctional institution.

Definitions

The term "criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

The term "correctional institution" means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Need

In order for youthful offenders to become productive, contributing members of society, it is imperative that vocational education opportunities are available which reflect new and emerging trends and occupations. It must be recognized that for many youthful offenders it is during incarceration that they receive their first successful high school experience. For example, a follow-up study done for local long-range planning, examined educational experiences of youth released from Ethan Allen and Lincoln Hills correctional institutions and found:

1. Forty-eight percent of all 15, 16, and 17 year old youth arrived at correctional institutions with no high school credits.

2. Only 3.2 percent of the total population at Ethan Allen and Lincoln Hills Correctional Institutions completed a traditional high school program; 39.7 percent earned a GED (either while incarcerated or after release).

In addition, it should be noted that follow-up studies at the state and national levels document a student's success rate of completing his/her high school education upon release from a correctional institution at 10 percent.

Many offenders have other exceptional needs such as handicapping conditions, single parenting responsibilities, gifted and talented abilities, limited English speaking abilities, and others. Equal access to vocational education services and activities must also be provided to these students.

Goals

The Department plans to provide vocational education services and activities designed to meet the special needs of youthful offenders in correctional institutions.

Planned Activities to Meet Goals

1. Vocational programs based on labor market projections of future employment trends in order to train juvenile offenders for new, emerging, non-traditional, and changing occupations.

2. Special services, including adaptation of competency-based curriculum instruction, and equipment, to meet the needs of the juvenile criminal offender.

3. Basic skills instruction when determined such instruction is necessary to meet the vocational needs of students who are youthful offenders.

4. Vocational assessment designed to familiarize students with vocational opportunities and assist in making program selections based on skills, interests, and future employment opportunities.

5. Vocational education training through community-based organizations and arrangements with private vocational training institutions, private postsecondary training institutions, employers, and other local education agencies when there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of the students. Vocational education services and activities for the youthful offender shall, to the extent practicable, include work-site programs with access to modern machinery and tools.

6. Guidance, counseling, and career development activities conducted by professionally trained counselors including counseling services designed to facilitate the transition from school to post-school employment and career opportunities as well as placement services.

7. Programs, services, and activities to eliminate sex bias and stereotyping.

Title III - Goals and Objectives

General Requirements

Funds available under Title III for this Part may be used to meet the needs identified under the purposes listed below. *Three of these purposes which have not been funded by the federal government are identified below.

Purposes

The purposes of this Part are listed below. Needs, goals and planned activities are presented for those special programs for which federal funding is available.

A. Community-Based Organizations
The conduct of outreach, transitional services, prevocational and basic skills development, special prevocational programs, career intern programs, assessments and guidance and counseling activities which are developed jointly by an eligible recipient and a community-based organization.

B. Consumer and Homemaking Education
The conduct of consumer and homemaking education programs including instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, and instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

C. Comprehensive Career Guidance and Counseling*
Programs organized and administered by certified counselors designed to improve, expand and extend career guidance and counseling programs. Funds have not been appropriated for this purpose.

D. Business-Labor-Education Training Partnerships*
Provide incentives for business and industry, labor and vocational education agencies to develop programs to train needed skilled workers in high technology areas. Funds have not been appropriated for the purpose.

E. Tech-Prep Education
Provide consortia-based planning and demonstration grants to develop and operate tech-prep education and foster strong, comprehensive links between secondary schools and postsecondary educational institutions.

F. Supplementary State Program Improvement Grant*
Provide funding to local education agencies in economically depressed areas for facilities improvement, acquisition or leasing or other activities (e.g. curriculum development or teacher training) after equipment needs have been met. Funds have not been appropriated for the purpose.

Community-Based Organizations Requirements (Part A)

Funds available for this Part shall be used to provide assistance to joint programs of eligible recipients and community-based organizations for the conduct of the following special vocational education services:

1. Outreach
   Services and subsequent entrance into vocational education, employment or other education and training.

2. Transitional Services
   Transitional services such as attitudinal and motivational prevocational training programs.

3. Prevocational/Basic Skills
   Cooperation with business concerns.

4. Special Prevocational
   Special prevocational preparation programs targeted to inner city youth, non-English speaking youth and the youth of other urban and rural areas having a high density of poverty and who need special prevocational education programs.

5. Career Intern Programs
   Career intern programs.

6. Assessment
   Assessment of students' needs in relation to vocational education and jobs.

7. Guidance and Counseling
   Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

Each community-based organization which desires to receive assistance under this Part shall jointly prepare with the appropriate eligible recipient and submit an application to the Board or the Department at such time, in such manner and containing or accompanied by such information as the Board or the Department may require (see part IX, Fund Allocation Procedures, below). Each such application shall:

1. Contain an agreement between the community-based organization and the eligible recipients in the area to be served which includes the designation of fiscal agents established for the program.

2. Provide a description of the uses for which assistance is sought pursuant to 1 through 7 above along with evaluation criteria to be applied to the program.

3. Provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21 inclusive.

4. Provide assurances that business concerns will be involved as appropriate in the services and activities for which assistance is sought.

5. Describe the collaborative efforts with the eligible recipients and the manner in which the proposed services and activities will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into vocational education programs.

6. Provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the state.

Definitions

"Community-based organization" means a private nonprofit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides job training services; or an organization of demonstrated effectiveness serving non-reservation Indians as well as tribal governments and Native Alaskan groups.

Need

Severely disadvantaged youth are underrepresented in vocational education because of a lack of information, of opportunity and of a distrust of educational institutions based on experience. The usual methods for interesting students and potential students in vocational education opportunities do not motivate such youth to enroll. One way of recruiting disadvantaged youth is to enlist the aid of community-based organizations (CBO's) which can assist these youth in making the transition from a known environment (the CBO) to a relatively unknown one (the educational institution).

Definition

By legislation, the Milwaukee Public School District is the only district legally able to contract/operate through a CBO.

Goal

Provide the support services through or in conjunction with community-based organization (CBO's) that will successfully enroll severely disadvantaged youth in vocational education programs.

Planned Activities to Meet Goal

1. Outreach programs which facilitate persons entering transitional services program(s) which subsequently lead to entering vocational education, employment or other education and training programs.
2. Prevocational educational preparation and basic skills development programs in cooperation with business concerns.
3. Special prevocational preparation programs for inner city populations, non-English speaking persons, and persons in urban or rural high density poverty areas needing special prevocational education programs.
4. Transitional services such as attitudinal and motivational prevocational training programs.
5. Career intern programs.
6. Student needs assessment programs in relation to vocational education and jobs.
7. Guidance and counseling programs which assist students with occupational choices and selection of vocational education programs.

Consumer & Homemaking Education Requirements (Part B)

1. Funds available for this Part shall be used to pay up to 100 percent of the costs of consumer and homemaking programs. Programs may include:
    - A. Instructional programs, services and activities that prepare youth and adults for the occupation of homemaking;
    - B. Instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.
2. Funds shall be used for the following purposes:
    - A. Conduct programs in economically depressed areas. Not less than one-third of the funds available for this part shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life;
    - B. Encourage participation of traditionally underserved populations;
    - C. Encourage the elimination of sex bias and sex stereotyping;
    - D. Improve, expand and update programs with an emphasis on those which specifically address needs described in A through C above;

E. Address priorities and emerging concerns at the local, state and national levels.

3. Funds to meet the foregoing purposes may be used for program development and improvement of instruction and curricula relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises, strengthening parenting skills, assisting learners in special populations and minorities, improving nutrition, conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaking education skills to jobs and careers, and other needs as determined by the state.

4. Funds may also be used for support services and activities designed to ensure the quality and effectiveness of programs, including demonstration of innovative and exemplary projects, community outreach to underserved populations, application of academic skills (such as reading, writing, mathematics and science) through consumer and homemaking education programs, curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and the activities of student organizations.

5. Funds shall be used to provide state administration and a full-time state administrator who has experience and educational preparation in home economics. The experience and information gained through carrying out programs assisted under this part will be shared with program administrators for the purpose of program planning. Not more than 6 percent of the funds available under this part may be used for state administration of projects, services, and activities under this part.

Assurances

Not less than one-third of the funds available for this part shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

Goals

Labor market information indicates the majority of both adult males and females fulfill both family and job responsibilities. As a part of a comprehensive vocational education program, all students should have available a quality consumer and homemaking education program which will assist both males and females to prepare for the combined role of family member, homemaker and wage earner. The family-focused program should give consideration to economic, social and cultural conditions, labor market information and the needs of the students.

(Revised 8/29)

Need

1. To educate all people and groups equally and without discrimination.
2. To develop education programs that continually and systematically respond to the trends and demands of the marketplace.
3. To amplify and expand the "whole person" concept of education.
4. To elevate and extend standards of excellence in classroom and laboratory instruction, supervised experiences and student organizations.
5. To provide leadership and cultivate strong partnerships in the total educational system and with business, industry and labor.

Objectives

1. To provide future-oriented consumer and homemaking program improvement and development which will assist secondary youth to develop competencies in state identified consumer and homemaking skills.
2. To provide for the development and improvement of consumer and homemaking instructional programs.
3. To provide programs for economically disadvantaged persons designed to assist them as consumers and to help improve home environments and the quality of family life.
4. To provide for the shared use of experience and information for the purpose of program planning.
5. To provide that at least one-third of the funds available in this part of the Act be expended in economically depressed areas or areas with high unemployment.
6. To provide for a full-time home economics state administrator.

Formula Allocation to Secondary Schools

In order to implement the hold harmless provision for sex equity, single parents, and incarcerated, the monies for the formula allocation to secondary schools was reduced by the amount needed to fulfill this provision. Although this reduces the amount of monies available to secondary schools through the formula distribution method, these monies would still be awarded to secondary schools.

A description of the formula distribution to secondary schools is described below:

$$\frac{\text{Number of Chapter I dollars received by an LEA in the preceding FY}}{\text{Number of Chapter I dollars received by the State in the preceding FY}} \times \text{70\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of EEN students with IEPs served by an LEA in the preceding FY}}{\text{Number of EEN students with IEPs served by LEAs in the State in the preceding FY}} \times \text{20\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of students enrolled in an LEA in the preceding FY}}{\text{Number of students enrolled in LEAs in the State in preceding fiscal year}} \times \text{10\% of the DPI portion of the monies available for LEA formula distribution}$$

IX. WBVTAE/DPI TECH-PREP PROVISIONS

Tech Prep Education Requirements (Part E)

The Wisconsin Department of Public Instruction and the Wisconsin Board of Vocational, Technical and Adult Education have jointly developed a separate request for proposals (RFP) for this subpart. A complete copy of this RFP is included as Appendix B of this plan.

A. Introduction, Definitions, Description and Wisconsin Models

1. Introduction

Wisconsin must place more emphasis on having all youth, especially the non-college bound, make a successful school-to-work transition. The William T. Grant Foundation Report, The Forgotten Half: Non-College Youth in America, Dr. Dale Parnell's book, The Neglected Majority, and the National Center on Education and the Economy's report, America's Choice: High Skills or Low Wages!, all document the need to break down the barriers between educational systems and the world of work by restructuring education to better prepare youth for employment, community and family roles in a global society. Consider the following:

> *Approximately 50 percent of Wisconsin high school graduates enter a four-year college immediately after graduating. University of Wisconsin System reports only half complete a degree within ten years.
>
> *Only 11-13 percent of Wisconsin high school graduates enter a technical college immediately after graduating. Only half of these complete their program.
>
> *Wisconsin firms expect professional, technical and/or skilled positions to become increasingly difficult to fill as we approach the year 2000.

Wisconsin youth need access to a full range of education-based, future-oriented life choice options. College prep, Tech-Prep and work prep are three terms used to describe postsecondary choices students already make. Yet the curricular base for these options is not consistently available throughout the state. Therefore, kindergarten through twelfth grade districts and technical college (VTAE district) administrators, teachers and counselors must work together to establish Tech-Prep options which enable students to make the transition successfully to postsecondary technical education or work.

2. Definitions

The Joint DPI/VTAE Task Force on Implementing Occupational Options provides one definition as a guide to future development of policy and direction in Wisconsin. This definition encompasses and embraces several key concepts found in programs that effectively transition students from high school to postsecondary education or work.

> "Tech Prep is a sequence of courses and experiences designed to provide high school graduates with a more technically-oriented background which enables them to make a successful transition from school to postsecondary technical education or to work. Tech-Prep combines a common core of academic courses and technical courses at the high school level. Through these integrated curriculums students will acquire the higher levels of skills required in the emergent workforce. These curriculums provide for cooperation between high schools, technical colleges, and the business community leading toward completion of an associate degree, diploma, or certificate program in a specific technical field."

This definition is broader in focus than the definition for Tech-Prep Programs found in Title III-E of the Carl D. Perkins Vocational and Applied Technology Act of 1990 (P.L. 101-392). It would allow any program meeting this definition to receive federal funds under the Act.

Title III of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets aside funds for the development of Tech-Prep. The purposes are:

1. To provide planning and demonstration grants to consortia of local educational agencies and postsecondary educational institutions, for the development and operation of 4-year programs designed to provide a Tech-Prep education program leading to a 2-year associate degree or a 2-year certificate; and

2. To provide, in a systematic manner, strong, comprehensive links between secondary schools and postsecondary educational institutions.

The term "Tech-Prep education" means a combined secondary and postsecondary program which:

a. Leads to an associate degree or 2-year certificate;

b. Provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business;

c. Builds student competence in mathematics, science, and communications (including through applied academics) through sequential courses of study; and

d. Leads to placement in employment.

3. Components of Tech-Prep

a. Administration and Broad Support

Prerequisite to the development of Tech-Prep is support from the people responsible for approving and implementing policy for participating agencies. Developing and maintaining this relationship requires long-term, continuous effort from all parties. Strong and clear leadership and policies to support the activity establishes the foundation. Further, top leader recognition and solicitation of business, industry and labor involvement in developing and validating curriculum competencies are critical to establishing the private sector partnerships necessary for this effort to succeed.

Wisconsin's history in secondary/postsecondary curriculum articulation demonstrates the need for local boards and administrators to take an active role in working together. This is reinforced especially when dealing with issues such as dual credit, advanced standing, and other strategies which are used in Tech-Prep.

The National Center for Research in Vocational Education at Ohio State University developed a list of Ten Principles for Articulation Success. This list identifies key success factors from secondary/postsecondary articulation practices across the nation. They are:

i. Leadership and commitment from the top
ii. Early faculty involvement
iii. Relationships based on mutual respect and trust
iv. Mutual benefits to all partners
v. Written articulation agreements
vi. Open, clear and frequent communications
vii. Modest initial goals
viii. Clearly defined responsibilities
ix. Competency-based curricula
x. Common focus on mutual goals rather than individual turf

Wisconsin's 20 Standards for Educational Excellence, especially the Education for Employment Standard, should be used as the cornerstone supporting K-12 involvement in Tech-Prep projects. The Education for Employment Standard especially deals with private sector partnerships with education. K-12 work with VTAE districts and labor represents a new opportunity to develop and implement expanded curriculum-based relationships which better prepare youth for their working futures.

b. Counseling, Career Awareness and Assessment

Students need to be counseled beginning early in their formal educational process to set and implement goals providing direction, including options, for the various transitions which will occur in their lives. Adoption of the Wisconsin Developmental Guidance Model (Wisconsin's K-12 State Guidance Model) would implement activities during all levels of elementary and secondary education and involve youth and their parents in developing individual career and education goals. Wisconsin VTAE districts offer a variety of assessment and career exploration activities through their respective student services departments. Continuous educational counseling, academic assessment, career assessment, and job/education placement services are essential to the success of Tech-Prep.

Students, parents, teachers, administrators and community-at-large need information about available technical education opportunities, present and future projections in the job market, possible earnings by job classification, and placement rates by occupational area. Such information could impact the decision-making process for youth and parents alike and improve the school-to-work transition for youth.

c. Academic Curriculum

Often overlooked in discussions of occupational preparation is the importance of the academic foundation for success in learning the technical components of an occupation. Secondary students need access to mathematics, science, communication and social science courses which include applications relevant to experiences they will have as adults. Wisconsin Statutes require secondary schools to provide coursework in these areas. The development of competency-based curriculum with input from business, industry and labor will provide students with subject-matter concepts and skills related to real-world applications.

Both secondary schools and technical colleges must provide resources to assist students in the successful transition to the postsecondary academic setting. Articulation of curriculum content in the academic areas will provide a more focused program at both levels which will directly benefit students pursuing a technical occupation. Credits earned during high school would apply to the academic requirements of the technical college level.

d. Occupational Curriculum

While job entry may be available upon high school graduation, a larger number of better-paying jobs are available upon completion of the associate degree.

K-12 schools and technical colleges must increase their efforts to establish educational opportunities and strategies to access technical college programs. Stronger relationships between administrations, teaching faculties, and counseling staffs must be developed and maintained on a program-to-program basis to ensure curriculum compatibility for a smooth student progression. Joint articulation of competencies related to occupational program requirements will enable secondary students to earn technical college credit while still in high school.

4. Outcomes to Tech-Prep Projects

The following outcomes have been identified for Tech-Prep in Wisconsin. These are drawn primarily from the report of the Task Force on Implementing Occupational Options, which examined the status of curriculum articulation and Tech-Prep efforts and offered several recommendations. Standards for measuring and monitoring each of these outcomes will be developed during the upcoming fiscal year in conjunction with project directors. It is intended that these outcomes will be regularly assessed on a statewide basis to indicate the nature and extent of Tech-Prep implementation.

a. **Short-range outcomes (1-2 years)**

   i. Increase enrollment in Tech-Prep at the high school level.

   ii. Provide business and industry internships for instructional staff at both secondary and postsecondary levels.

   iii. Develop educational competencies jointly (including academic and vocational-technical personnel, business, industry and labor), and include the essential elements described in the Wisconsin Tech-Prep definition.

   iv. Develop and implement a plan to change public perception of technical education (e.g., increased awareness and acceptance of technical career options).

   v. Develop and implement a plan to recruit, enroll and educate members of all populations, including special populations* and minorities,** in Tech-Prep.

b. **Long-range outcomes (3-5 years)**

   i. Document involvement of graduates in further education and training related to Tech-Prep, (e.g., apprenticeship, employer-sponsored education or training, associate degree or diploma programs, or baccalaureate degree programs).

   ii. Document placement of Tech-Prep graduates in high skill/technical jobs.

   iii. Develop and implement 10th grade "gateway" performance assessment.

   iv. Establish and implement a system for evaluating the success of Tech-Prep students.

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* The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 defines "special populations" to include individuals with handicaps, educationally or economically disadvantaged individuals, individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

** Wisconsin Statutes define "minority" as a member of any of the following: 1. A Black, 2. A Hispanic, 3. An American Indian, 4. An Eskimo, 5. An Aleut, 6. A native Hawaiian, 7. An Asian-Indian or 8. A person of Asian-Pacific origin.

v. Expand involvement by local business, industry and labor in:

   a. work experience and internship,

   b. providing access to facilities, equipment and personnel,

   c. advisory and Education for Employment councils, and

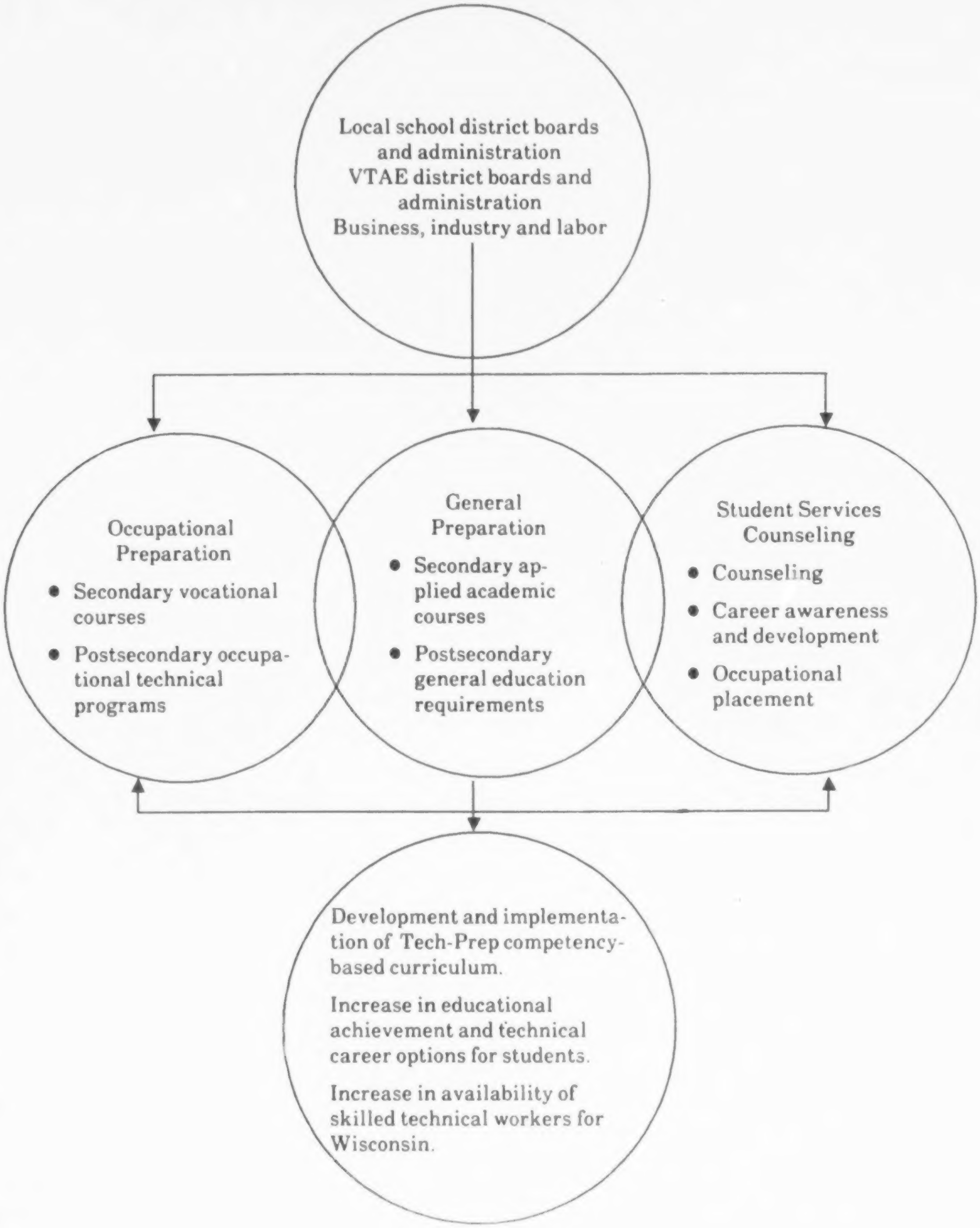
   d. formal and ongoing partnership with educational institutions.

vi. Document change in the public's perception of technical education (e.g., increased awareness and acceptance of career/technical options).

vii. Demonstrate that members of special populations and minorities are equitably represented in Tech-Prep enrollments and completions.

viii. Demonstrate that Tech-Prep enrollments and completions are gender-equitable.

THE WISCONSIN TECH-PREP FRAMEWORK



Local school district boards and administration
VTAE district boards and administration
Business, industry and labor

Occupational Preparation
- Secondary vocational courses
- Postsecondary occupational technical programs

General Preparation
- Secondary applied academic courses
- Postsecondary general education requirements

Student Services Counseling
- Counseling
- Career awareness and development
- Occupational placement

Development and implementation of Tech-Prep competency-based curriculum.

Increase in educational achievement and technical career options for students.

Increase in availability of skilled technical workers for Wisconsin.

5. Wisconsin Models: Tech-Prep in Action

Insight into the development and implementation of Tech-Prep can be obtained from practitioners. Following is basic information regarding the seven experimental projects funded in Wisconsin during Fiscal Year 1991.

Final reports for these projects will be available by July 1991.

AGRICULTURE:

Agencies Involved:
- Chippewa Valley VTAE District
- 10-12 public school districts

Occupational Focus:
- Animal Technician, Crop Technician, Facilities and Equipment Technician

Project Director:
Andy Suess
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54829

BUSINESS EDUCATION

Agencies Involved:
- North Central VTAE District
- 12-15 public school districts

Occupational Focus:
Accounting, Office Manager, Administrative Assistant, Legal Assistant

Project Director:
Bettyann Battist
North Central VTAE District
1000 Campus Drive
Wausau, WI 54401

FAMILY/CONSUMER EDUCATION

Agencies Involved:
- Gateway VTAE District
- 14-16 public school districts

Occupational Focus:
Home Economics related occupations: Child Care, Family and Community, Housing, Clothing and Food Services

Project Director:
Harry Van Dyke
Lake Geneva-Genoa UHS
208 South Street
Lake Geneva, WI 53147

HEALTH OCCUPATIONS:

Agencies Involved:
- Lakeshore VTAE District
- 7-9 public school districts

Occupational Focus:
Nursing Assistant, Medical/Optometric/Dental Assistant, Dispensing Optician, Associate Degree Nursing

Project Director:
Dr. Mary Bowden
Lakeshore VTAE District
1290 North Avenue
Cleveland, WI 53015

MARKETING:

Agencies Involved:
- Mid-State VTAE District
- 5-6 public school districts

Occupational Focus:
Advertising, Finance and Credit, Insurance, Retail-Wholesale Marketing, Real Estate, Transportation--Ticket Sales, Terminal Manager

Project Manager:
Dave Twombly
Mid-State VTAE District
500 32nd Street North
Wisconsin Rapids, WI 54494

PROTECTIVE SERVICES:

Agencies Involved:
- Waukesha County Area VTAE District
- one public school district

Occupational Focus:
Police, Security, Firefighter, EMT

Project Director:
John Cooney
Waukesha County Area VTAE District
800 Main Street
Pewaukee, WI 53072

TECHNOLOGY EDUCATION

Agencies Involved:
- Fox Valley VTAE District
- 10-12 public school districts

Occupational Focus:
Electrical/Electronics Technician, Mechanical Design Drafter, Machinist, Airframe and Power Plant Mechanic, Printer

Project Director:
Lori Weyers
Fox Valley VTAE District
1825 North Bluemound Road
P.O. Box 2277
Appleton, WI 54913

6. Proposed Use of Funds

GOAL:

To develop and implement competency-based Tech-Prep offerings which provide secondary students with an improved opportunity to prepare for high-skilled technical occupations.

FUNDING:

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, Title III, Part E, authorized federal funding for developing and implementing Tech-Prep Education Programs. Approximately $1.2 million has been allocated to Wisconsin.

Of the Wisconsin allocation, $1.05 million has been set aside for local projects and the remaining monies are allocated for statewide coordination, dissemination and professional development. One project will be awarded to each local Consortium based upon submission of an application which meets the criteria outlined in this Request for Project Applications.

Each Consortium may receive a basic development and implementation grant of $50,000. In addition, a total of $250,000 for joint staff development may be awarded to the Consortia based on the Grant Allocation Chart contained herein. Budgets will be reimbursed at 100%.

CONSORTIUMS:

For purposes of this Request for Project Applications, a Consortium is defined as consisting of one VTAE District and the secondary school districts within its boundaries. For all applications, the VTAE District will be the Fiscal Agent. Only one application per Consortium will be accepted.

PLANNED ACTIVITIES TO MEET GOAL:

Each project must include all of the following activities and clearly indicate how DPI/VTAE curriculum/program models are to be used.

- All curriculum must be jointly developed, competency-based and validated by business, industry and labor.
- Teachers (academic and occupational areas) and counselors from both secondary schools and technical colleges, students, employers, and parents must be provided inservice opportunities or other information on the purpose, methods and benefits of Tech-Prep.
- Teachers and counseling staffs at both the secondary and technical college must be equally involved in the development of and staff development related to Tech-Prep curriculum and procedures.
- Identification of the means for members of special populations and minorities to enter and succeed in Tech-Prep.

- Development of a Tech-Prep option consisting of secondary school programs two years preceding graduation and two years of postsecondary education including:

  Achievement of articulation agreements between cooperating participants.

  - prepares teachers to implement effectively Tech-Prep curriculum (academic and occupational)

  - provides joint staff development for teachers from all involved agencies or institutions

  - allows for such activity during weekend, evening, and summer sessions, institutes, or workshops

  - develops an understanding and appreciation of cultural diversity and how to address the needs of special populations and minorities.

  Development of Tech-Prep curriculum appropriate to the needs of students, business, industry, labor, and educational staff involved.

- Provisions of training for counselors designed to enable them to recruit students, including special populations and minorities, more effectively for Tech-Prep, ensure successful student completion and ultimate placement in high-skilled technical employment.

- Completion of student competencies regarding an understanding and appreciation of cultural diversity and related equity issues. Include a description of the steps and specific actions to be taken to remove bias and stereotyping related to sex, race, physical or educational handicaps in project activities and written and/or audiovisual materials developed for teacher or student use.

- Provision for dual credit, advanced standing, etc., to participating students.

- Attendance and participation at state-called workshops, seminars and/or advisory committee meetings.

- Submission of an interim project report detailing progress towards meeting project outcomes to the DPI no later than January 31, 1992.

- At the conclusion of the project year, each Tech-Prep Project must submit a document which includes a description of:

  - The process for identifying the occupational focus, including demographic factors which influenced project development;

  - The planning process, including identification of all partners from the community as well as the educational agencies;

- The curriculum including general education competencies, technical education competencies, and the plan for counseling, career information, and marketing;
- The plan for student recruitment, enrollment and follow-up studies;
- The plan for serving special populations and minorities;
- The plan for teacher and counselor staff development;
- The data collection and evaluation procedures used to document program achievements.

(Revised 8/91)

GRANT ALLOCATION CHART

VTAE District	Basic Grant	Formula Allocation*	Total
Chippewa Valley	$50,000	$18,625	$68,625
Western Wisconsin	50,000	13,875	63,875
Southwest Wisconsin	50,000	13,500	63,500
District 4	50,000	25,750	75,750
Blackhawk	50,000	11,000	61,000
Gateway	50,000	14,000	64,000
Waukesha County	50,000	12,500	62,500
Milwaukee Area	50,000	29,625	79,625
Moraine Park	50,000	13,875	63,875
Lakeshore	50,000	9,750	59,750
Fox Valley	50,000	18,875	68,875
Northeast Wisconsin	50,000	19,000	69,000
Mid-State	50,000	7,750	57,750
North Central	50,000	14,000	64,000
Nicolet	50,000	5,875	55,875
Wisconsin Indianhead	50,000	22,000	72,000
Total	$800,000	$250,000	$1,050,000

* Formula Allocation funds are to be used exclusively for joint staff development activities and must address the required activities relative to staff development.

Formula Allocation amounts are determined on the basis of numbers of 10th grade students enrolled in high schools within the VTAE district and numbers of secondary schools within the VTAE district.

Taken together these procedures provide for an equitable distribution of funds between urban and rural consortium participants.

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X. WBVTAE ASSESSMENT OF NEEDS AND RESULTS

Sections 113 and 116 Assessment Criteria Factors

1. Integration of academic and vocational education.

State Board policy requires that all programs offered by the VTAE districts shall be approved by the Board and shall be developed according to the provisions established by the Board. The Wisconsin VTAE Educational Services Policies and Procedures Manual contains the requirements and procedures for program development, implementation, maintenance, and supervision under s. 38.001, Wis. Statutes. All programs that are approved by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) that operate in the VTAE system lead to an Associate of Arts (College Parallel) degree, Associate of Applied Science degree, Vocational Diploma, or Apprenticeship Certification. Specific elements and procedures for programs apply to: criteria development, advisory committees, extended associate degrees. program modifications, apprenticeship, alternative learning, and standards. The WBVTAE also has the responsibility of approving program courses and other types of offerings in the VTAE system.

The provisions governing program approval require the measurable integration of academic and vocational subjects according to the following criteria:

Associate Degree:

Occupational specific course requirements:	32 Credits Minimum
Occupational supportive course requirements:	11 Credits Minimum
General education course requirements:	15 Credits Minimum
Elective course requirements:	6 Credits Minimum

Vocational Diploma:

Vocational Diploma programs may be of short term (less than one year), one year, or two years in length. The length of a diploma program depends upon the requirements of the occupation for which the program is providing entry level job skills. Academic subject matter is integrated into a specific program to the extent required by the occupation; generally, the short term programs do not require more than the ability to read, write, compute, etc. beyond the high school level while the one and two year programs will provide advanced academic skills in separate courses.

Occupational specific course requirements:	70 to 100 percent of Courses
Occupational supportive/general education courses:	30 percent of Courses Maximum

Apprenticeship Certification:

The standards for apprenticeship related instruction programs are established by the Division of Employment and Training Policy in the Department of Industry, Labor and Human Relations.

Occupational Core course requirements:	90 percent of Courses Minimum
Support courses:	10 percent of Courses Maximum

Occupational Core refers to the content areas of applied math, applied drawing, applied drawing interpretation (for the specific occupations); trade and technical information; and skill development, as identified by State Joint Apprenticeship Committees, local advisory committees, and local joint apprenticeship committees.

Support courses include the content areas of employer/employee relations, science and communications (report writing, speaking, sketching, etc.).

Each VTAE district also maintains published policies, criteria and procedures to establish and maintain active occupational program advisory committees for all approved programs. Membership is selected to reflect the target jobs. Active occupational program advisory committees assist in maintaining programs that are technologically current and responsive to the target jobs and needs of the work force. These committees are critical in occupational program development, modification or discontinuance.

Source Document

- VTAE Educational Services Policies & Procedures Manual

2. **Sequential courses of study leading to both academic and occupational competencies.**

State Board policy requires that all programs offered by the VTAE districts shall be approved by the Board and shall be developed according to the provisions established by the Board. The Wisconsin VTAE Educational Services Policies and Procedures Manual contains the requirements and procedures for program development, implementation, maintenance, and supervision under s. 38.001, Wis. Statutes. All programs that are approved by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) that operate in the VTAE system lead to an Associate of Arts (College Parallel) degree, Associate of Applied Science degree, Vocational Diploma, or Apprenticeship Certification. Specific elements and procedures for programs apply to: criteria development, advisory committees, extended associate degrees, program modifications, apprenticeship, alternative learning, and standards. The WBVTAE also has the responsibility of approving courses offered in programs and other types of offerings in the VTAE system.

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Occupational specific course requirements: 70 to 100 percent of Courses
Occupational supportive/general education courses: 30 percent of Courses
Maximum

Apprenticeship Certification:

The standards for apprenticeship related instruction programs are established by the Division of Employment and Training Policy in the Department of Industry, Labor and Human Relations.

Occupational Core course requirements: 90 percent of Courses Minimum
Support courses: 10 percent of Courses Maximum

Occupational Core refers to the content areas of applied math, applied drawing, applied drawing interpretation (for the specific occupations); trade and technical information; and skill development, as identified by State Joint Apprenticeship Committees, local advisory committees, and local joint apprenticeship committees.

Support courses include the content areas of employer/employee relations, science and communications (report writing, speaking, sketching, etc.).

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Source Document

- VTAE Educational Services Policies & Procedures Manual

3. Increased student work skill attainment and job placement.

A Graduate Follow-Up Survey is conducted annually to gather data regarding the activities and perceptions of students approximately six months after their graduation from Wisconsin's Vocational, Technical and Adult Education system.

The primary objectives of the survey are to identify the current status of graduates of VTAE programs, to determine the extent to which the current status is related to the students' educational program, to provide information useful in career awareness and planning efforts for those making or assisting in career decisions, and to provide data to facilitate program planning, evaluation and improvement.

Additionally, the Employer Satisfaction Survey is conducted once every four years to gather data on employers' perceptions of recent graduates of the Wisconsin Vocational, Technical and Adult Education System.

The primary objective of this survey is to determine employers' ratings on the competence of VTAE graduates in three areas: (1) knowledge and skills; (2) attitudes and habits; and (3) educational preparation. Employers are in the best position to assess the effectiveness of vocational-technical education in preparing people for employment. In turn, employers' responses are used as a valuable tool for the evaluation of educational programs and services offered by the VTAE System.

Taken together, graduate and employer follow-up surveys provide an objective, measurable view of how well the VTAE system provides students with work skills and placement in education related occupations. For example:

Of the graduates who responded to the 1989-90 Graduate Follow-Up Survey, 97 percent were either very satisfied or satisfied with the training they received. Of the respondents who are in the labor force, 93 percent are employed. Within the group who are employed, 84 percent indicate that their jobs are related to the training they received. Of the respondents who reported being employed, 90 percent are employed in Wisconsin, 6 percent are employed out-of-state and 4 percent did not indicate where they are employed. The median monthly salary for those who reported being employed full-time in jobs related to their training was $1,299. By comparison, the median monthly salary for all Wisconsin industries and occupations is $1,397 (1989 Wisconsin Wage Survey; Department of Industry, Labor and Human Relations; adjusted).

Statewide, 79 percent of the employers who responded to the 1988-89 Employer Satisfaction Survey rated VTAE graduates as good or excellent in the broad category of technical knowledge, and between 79 and 88 percent rated VTAE graduates as good or excellent in the area of attitudes and habits. Over half the employers who responded said the skill level of VTAE graduates is better than those employees who did not receive vocational-technical education, while 77 percent stated that having a VTAE education influenced their decision to hire the employee. Sixty-five percent of employers said a VTAE education shortened the on-the-job training time; and 66 percent said it increased the employee's potential for advancement.

Source Documents

- Annual Graduate Follow-Up
- Employer Satisfaction Surveys
- Three-Year Longitudinal Study of 1980-81 Graduates
- Five-Year Longitudinal Study of 1980-81 Graduates
- A Longitudinal Study of Earnings of VTAE Graduates (Strong and Jarosik. Vocational Studies Center, UW-Madison)

4. Increased linkages between secondary and postsecondary vocational education institutions.

Articulation is the process of effective and efficient communication, cooperation and coordination between the VTAE and secondary systems for the purpose of providing a continuum of relevant learning for the secondary school student and graduate.

The VTAE system is charged by state statute with coordinating and cooperating with secondary schools to facilitate the transition of secondary school students into postsecondary vocational education through curriculum articulation and collaboration. A second charge is to contract with secondary schools to provide educational opportunities for high school students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment.

Measurable aspects of these linkages are regional committees, high school contracts and a number of articulated curricula.

There are sixteen (16) regional committees following the VTAE district boundaries, made up of equal representation from secondary schools and the VTAE district. At the state level there is a committee made up of one (1) representative from each system from the regional committees, four (4) representatives from WBVTAE and four (4) from the Department of Public Instruction (DPI).

The basic responsibilities of the committees are to improve interagency relationships at the administrative levels and to establish and oversee the articulation process. The basic charge, committee composition, and responsibilities are determined through formal articulation agreements.

Some of the areas of concern that the committees deal with are:

1. Planning and reporting data necessary for compliance with the Vocational Education Act.
2. Alternative educational delivery strategies.
3. Curriculum articulation including advanced standing criteria.
4. Professional development experiences.
5. Exemplary projects.
6. Mutual legislative issues.
7. Certification of staff.
8. Administration of articulation pool and Job Training Partnership Act (JTPA) funds.

9. Business and industry partnerships.
10. Joint advisory committees.

Annually, each VTAE district is required to describe to the secondary schools within its boundaries, the nature and scope of the programs and services available to secondary school aged youth.

Services to high school age students by VTAE districts cover a wide range of activities beyond those included in formal articulation agreements. In the State's larger urban areas, these activities are aimed at potential high school non-completers while activities in other parts of the State are designed to meet other needs.

Under Wisconsin law, each VTAE district must report to their constituent local K-12 districts a summary of the services it provided to K-12 students in the preceding year. A review of the 1988-89 reports indicates that VTAE districts varied widely in the scope and level of services they offered to high school students. These differences reflect the differences in expressed need and local conditions, high school district resources, educational programs, and local arrangements among high schools and VTAE districts.

The number of articulated curricula varies from district to district depending primarily on when a district became involved in such an activity. As the Department of Public Instruction's proposed use of VEA funds illustrates, articulation has a realistic potential for improvement.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- VTAE District reports to K-12 districts
- VTAE reports on high school contracts

5. **Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.**

Instruction in all aspects of an industry which students are preparing to enter is provided to the extent necessary for program graduates to function within the industry as entry level employees. As the complexity of related occupations increases, the length and depth of the programs providing entry level training likewise increase their coverage of such industries along with the increase in technical level instruction. Associate degree programs in particular are designed to provide an overall understanding of the target industries as they not only provide for entry level employment but also lay the groundwork for advancement in them.

State Board policy requires that all programs offered by the VTAE districts shall be approved by the Board and shall be developed according to the provisions established by the Board. The Wisconsin VTAE Educational Services Policies and Procedures Manual contains the requirements and procedures for program development, implementation, maintenance, and supervision under s. 38.001, Wis. Statutes. All programs that are approved by the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) that operate in the VTAE system lead to an Associate of Arts (College Parallel) degree, Associate of Applied Science degree, Vocational Diploma, or Apprenticeship Certification. Specific elements and procedures for programs apply to: criteria development, advisory committees, extended associate degrees, program modifications, apprenticeship, alternative learning, and standards. The WBVTAE also has the responsibility of approving courses offered in programs and other types of offerings in the VTAE system.

The provisions governing program approval require the measurable integration of instruction and experience in all aspects of the industry the students are preparing to enter according to the following criteria.

Associate degree programs are developed to assist persons.preparing for, or advancing in an occupation. Curricula of associate degree programs are designed according to the statewide competency requirements of the given business and/or industry.

Programs requiring accreditation, approval by outside agencies or organizations, or programs whose graduates must be eligible to write licensure or certification examinations must provide the knowledge and training necessary to meet such standards as well as the criteria of the Wisconsin Board of Vocational, Technical and Adult Education.

Vocational diploma programs are based on local needs of business and industry and are designed to assist persons preparing for, remaining, or advancing in an occupation.

Apprenticeship programs are developed to assist indentured apprentices acquire the related training necessary (technical knowledge and skills) for all aspects of their trade.

In addition, each district has published policies, criteria and procedures to establish and maintain active occupational program advisory committees for all approved programs. Membership is selected to reflect the target jobs. Active occupational program advisory committees assist in maintaining programs that are technologically current and responsive to the target jobs and needs of the work force. These committees are critical in occupational program development, modification or discontinuance.

The Employer Satisfaction Survey is conducted once every four years to gather data on employers' perceptions of recent graduates of the Wisconsin Vocational, Technical and Adult Education System, and illustrates the extent to which instruction and experience are provided in all aspects of the industry the students are preparing to enter. The primary objective of this survey is to determine employers' ratings on the competence of VTAE graduates in three areas: (1) knowledge and skills; (2) attitudes and habits; and (3) educational preparation. Employers are in a unique position to assess the effectiveness of vocational-technical education in preparing people for employment. In turn, employers' responses are used as a valuable tool for the evaluation of educational programs and services offered by the VTAE System.

In the 1988-89 Employer Satisfaction Survey, 79 percent of the employers who responded statewide rated VTAE graduates as good or excellent in the broad category of technical knowledge, and between 79 and 88 percent rated VTAE graduates as good or excellent in the area of attitudes and habits. Over half the employers who responded said the skill level of VTAE graduates is better than those employees who did not receive vocational-technical education; while 77 percent stated that having a VTAE education influenced their decision to hire the employee; 65 percent said a VTAE education shortened the on-the-job training time; and 66 percent said it increased the employee's potential for advancement.

Source Documents

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- Annual Graduate Follow-Up
- Employer Satisfaction Surveys
- Three-Year Longitudinal Study of 1980-81 Graduates
- Five-Year Longitudinal Study of 1980-81 Graduates
- A Longitudinal Study of Earnings of VTAE Graduates (Strong and Jarosik. Vocational Studies Center, UW-Madison)

6. **The ability of the eligible recipients to meet the needs of special populations with respect to vocational education.**

The development and maintenance of instructional offerings and related services in the VTAE system focuses on maximizing the accessibility of these offerings to present and prospective students and on providing equal opportunities for vocational, technical and adult education to all persons age 16 or over or who have completed high school, regardless of sex, handicap, creed, race, color, national origin, ancestry, arrest or conviction record, marital status, sexual orientation, or other factors unrelated to the ability to benefit from vocational-technical education, or satisfactory job performance.

The system's ability to meet the needs of members of special populations is measured according to services available, guidance and counseling personnel trained to work with members of special populations in relation to the number of persons needing assistance, and the availability of financial aid and services.

The Wisconsin VTAE Educational Services Policies & Procedures Manual contains directives and procedures pertaining to student services and allied activities. Student Services assist students in achieving their fullest potential. The service incorporates basic activities which assist in the decision-making process of the individual. The directives and procedures have been developed to ensure that districts are providing necessary services for members of special populations.

The open-door admission policy for eligible students is defined under s. 38.22, Wis. Statutes, which states in part:

> "Every person who is at least the age specified in s. 118.15 , Wis. Statutes, is eligible to attend the schools of the district if the student is:
>
> > A resident of the district.
> >
> > A nonresident of the district who is employed in the district.
> >
> > A nonresident of the district who desires to take specific courses which are offered in the schools of such district but not offered in the schools of the district in which he or she resides consistent with the nonresident enrollment procedure as established under Subsection (5).
> >
> > A nonresident of this state and if the district board of attendance approves the enrollment.
>
> The criteria for admissions and acceptance of students into the VTAE system require following the guidelines and remaining consistent with state and federal legislation, such as Title IX of the 1972 Education Amendments, Title VI of the 1964 Civil Rights Act and Section 504 of the 1973 Rehabilitation Act."

The primary characteristics of the Vocational, Technical and Adult Education (VTAE) system include an open-door admission policy, comprehensiveness, community orientation, innovation, emphasis upon teaching, and student centeredness. By directive each district is to provide counselors, facilities, and resources to support the counseling function.

The counseling function is a major instrument for accomplishing the goal of providing a student-centered educational environment. While all faculty members advise and assist students in using institutional resources for realizing their occupational, educational and developmental objectives, it is each district's core of certified counselors who have the major responsibility for ensuring that the needs of students are provided for.

The functions subsumed under the general label of counseling are diverse. The primary purposes are to help students acquire self-understanding, relate effectively to their environments, make their own decisions, take responsibility for their actions and complete a course of study that leads to their occupational goal.

The districts also provide assistance to potential and enrolled students seeking financial aids. While the financing of an education is primarily a responsibility of the student and the student's family, as appropriate, the institution attempts to assist whenever necessary. Such assistance is provided through individual student "financial aid packages" consisting of scholarships, grants, jobs and loans, either alone or in combination.

It is through a combination of federal, state, institutional and community funding sources, that each financial aid office attempts to remove financial barriers to postsecondary education for those unable to pay and to ease the financial burden for those with limited ability to pay.

Federal laws (Title IV of the Higher Education Act and other appropriate acts) and State laws as well as policies established by local boards, the State Board and the Higher Education Aids Board (HEAB) determine the administration of all student financial aid programs. The National Association of Financial Aids Administrators has published a "statement of good practices" to be followed in the development of local financial aid administration procedures.

In addition, the districts maintain standing advisory committees for the special populations with representatives of those populations serving on them. In some instances, ad hoc committees are formed to provide guidance for the development, operation and evaluation of specific VEA or other source supported activities.

Each district has an affirmative action officer and special needs coordinators and specialists to provide equal access for members of special populations in the areas of recruitment, enrollment, retention and placement.

Affirmative action and special needs specialists monitor services for members of special populations to assure that they are functioning in the least restrictive environment.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- WBVTAE Staff Accounting
- District Financial Aid reports
- District Organizational Charts and Personnel Lists

7. Raising the quality of vocational education programs in schools with high concentrations of poor and low achieving students.

The State Board requires that all programs offered by the VTAE districts be approved by the Board and be developed according to the provisions established by the Board. The Wisconsin VTAE Educational Services Policies & Procedures Manual contains the requirements and procedures for program development, implementation, supervision and evaluation as prescribed by s. 38.001, Wis. Statutes. The Board also approves the individual courses offered in approved programs and in other types of VTAE district offerings.

The maintenance of program quality is primarily a function of the system's evaluation processes at the State and local levels. The evaluations include both measurement and interpretation. Results are integrated into the decision making process in order to develop and maintain quality vocational-technical programs that meet individual, employers and societal needs and standards.

Under these requirements and procedures the measurements determining the quality of programs according to the criteria of whether or not an eligible recipient has a high concentration of poor and low achieving students is made by the number and seriousness of the shortcomings revealed by local or State evaluations in relation to the number of poor and low achieving students served by the eligible recipient.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- VTAE Evaluation Resource Guide
- Annual Student Accounting-FTE Summary
- Annual WBVTAE Students in Basic Skills and Remedial Instruction Report

8. **The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including those in areas of emerging technologies.**

The State Board requires that all programs offered by the VTAE districts be approved by the Board and be developed according to the provisions established by the Board. The Wisconsin VTAE Educational Services Policies & Procedures Manual contains the requirements and procedures for program development, implementation, supervision and evaluation as prescribed by s. 38.001, Wis. Statutes. The Board also approves the individual courses offered in approved programs and in other types of VTAE district offerings.

The relevance of existing programs to the workplace is a function of State and local evaluations, and student and employer follow-up surveys. The evaluation process has three phases and includes both measurement and interpretation.

> Phase I -- Monitoring and Screening: This phase involves local collection and analysis of data for monitoring and screening all programs and offerings annually to ascertain whether or not the objectives were met. Screening is in terms of the ability of programs, and student and administrative services to: (1) attract students, (2) retain students, (3) place students in jobs related to their training, and (4) operate cost efficiently. District and State personnel review, process and analyze results of the screening process.
>
> The screening process serves as the basis for making decisions to continue or modify a program or to initiate an in-depth investigation of it (Phase II). The information is also used as input into the impact appraisal of a program (Phase III).
>
> Phase II -- In-Depth Study: In this phase, review by exception, an on-site examination of the program in question is conducted by an ad hoc evaluation team.

The evaluation process also involves the State and local advisory committees. Each district has published policies, criteria and procedures to establish and maintain active occupational program advisory committees for all approved programs. Membership is selected to reflect the target jobs of the programs. The committees serve to keep programs technologically current and responsive to the needs of the workforce. In any given year, approximately 10,000 individuals will be serving on one or more of these committees at the local level.

Along with the review of programs by exception, programs which are new to a district are evaluated by the district within one year following the first graduating classes. New and unique programs within the State, excluding short term programs, are evaluated by Board personnel within one year following the first graduating class.

Phase II reviews may be initiated at the State or local levels.

Phase III -- Impact Appraisal: This phase responds to the effects of vocational education on students, business and industry, and communities. It involves gathering data and conducting studies on placement, follow-up, program leavers, employer satisfaction, accreditation, certification, licensure, and other areas relating to the job readiness of graduates. It also involves the synthesis and analysis of data and of the qualitative aspects of programs gathered or identified in Phases I and II.

The district evaluation processes are integrated within their organizational and management structures, and specifically in their planning and decision-making processes, to ensure that findings and recommendations are used to improve, modify, or discontinue programs.

The annual Graduate Follow-Up Survey gathers data regarding the activities and perceptions of former students six months after the close of the school year in which they graduated. The primary uses of the survey data are to identify the current employment or other status of the graduates, the extent to which employed graduates are employed in occupations related to their program of study, and to provide information for use by counselors, planners and program supervisors and instructors.

In addition, the Employer Surveys which are conducted once every four years gather data on how employers view the graduates of VTAE programs in comparison with persons without such education and training. The basic areas which the data provides information on are the knowledge and skills of graduates, their attitudes and work habits, and the quality of their educational preparation as determined by their employers.

Taken together, the evaluation process, and graduate and employer follow-up surveys provide the objective measures on which the relevance of programs to the workplace and to the occupations for which students are trained is based. The advisory committees provide a further source of knowledge about the quality of VTAE programs in relation to the labor market that is measurable at the State level in terms of the number of participants who contribute their time and effort in providing such a valuable and necessary service.

The extent to which current programs reflect a realistic assessment of current labor market needs is determined essentially by the procedures described above. The determination that current and proposed programs will meet the future requirements of the labor market including those in areas of emerging technology are measured by the surveys required by the program approval process and by the data available to the Board on labor market and occupational trends which is primarily developed by the Wisconsin Department of Industry, Labor and Human Relations (DILHR).

Personnel from the Department of Industry, Labor and Human Relations sit on the Wisconsin Occupational Information Coordination Committee (WOICC) along with representatives of other State agencies. The WOICC's Technical Subcommittee coordinates the exchange of information among state agencies, develops plans for the use of labor market information at the State and local levels, and funds projects to make such information available to the various users in the format they need it.

The Occupational Employment and Training Information System (OETIS) developed by DILHR under contract with the WOICC is a computerized input/output labor market system which contains information on job openings and the availability of secondary and postsecondary graduates to fill the openings. The system is used by the State Board in the program planning process as a check on the information provided by VTAE districts in their requests for approval to develop new programs as generally the job categories used in the system are too broad to provide the detail needed in planning postsecondary programs, particularly at the technical level. For example, DILHR's Occupational Projections to the Year 2000 contains the occupational title All Other Engineering Technicians for which 131 annual openings are projected. While this projection may prove to be quite accurate, it does not provide job openings information on a specific occupation within the occupational category upon which could serve to justify the development of a VTAE program. Consequently, the justification for the initiation of new programs is provided for from a variety of sources ranging from available labor market information to ad hoc advisory committees to VEA supported studies undertaken by the Board.

Also, as a result of the need for labor market information relevant to the initiation of new programs, the State Board, in its procedures for program approval, requires that any district requesting State Board approval to initiate and operate a new program must conduct a survey of the businesses and industries that would employ graduates of the program. The survey is conducted according to prescribed procedures that ensure its reliability and is used to determine the level of need for graduates of the program for at least the next five years. The survey also requests information on the knowledge and skills that employers need new employees to have mastered so that the curriculum will meet the requirements for employment. In addition, an ad hoc advisory committee is required to be formed and involved in the development and implementation of a new program if a currently established committee is not so involved because of the close interrelationship between the proposed program and a currently offered one with which the committee is involved.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE-Summary
- Annual Graduate Follow-Up Report, et al.
- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
- Wisconsin Occupational Projections to 2000 (DILHR)
  - State Total
  - Milwaukee County
  - Waukesha Co., Ozaukee Co., Washington Co.
- Wisconsin Industry Projections to 2000 (DILHR)
  - State Total
  - Milwaukee County
  - Waukesha Co., Ozaukee Co., Washington Co.
- Planning Information for Employment, Training and Industrial Development; 1990-1995 (DILHR)
- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
  - Understanding the Service Sector
  - Labor Market Information for Business and Marketing Occupations
  - Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
  - Labor Market Information for Health Occupations
  - Effects of Structural Change on Labor Supply in Wisconsin

9. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce.

The measurable, objective criteria used to determine the ability of the VTAE system to meet the demands of the workforce in terms of occupationally relevant curriculum, equipment and instructional materials have been described above in several of the preceding descriptions of how the Board and the districts assess and maintain the quality of postsecondary vocational-technical education programs.

The program approval process ensures that new programs will have the curricula, equipment and instructional materials necessary to provide enrollees with the knowledge and skills required for employment. The Board and district evaluation processes ensure that current programs remain relevant to the needs of the labor market in terms of the three cited factors in addition to the local advisory committees, and accrediting and licensing organizations.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE Summary
- Annual Graduate Follow-Up Report, et al.

- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
- Wisconsin Occupational Projections to 2000 (DILHR)
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- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
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  - Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
  - Labor Market Information for Health Occupations
  - Effects of Structural Change on Labor Supply in Wisconsin

10. **Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.**

The criteria and objective measures which are used to assess the quality of postsecondary vocational-technical programs in terms of the basic and higher order competencies that reflect the hiring needs of employers are the same ones described in Item 8 in relation to assessing the relevance of programs to the workplace and to the current and future needs of the labor market. The assessment required for Item 10 restates the assessment required by Item 8 since the assessment of the quality of programs required by Item 8 simply cannot be done without assessing the quality of the skills that employers require their employees to have. It may be noted that the same can be said for the assessment required for Item 9 in relation to that required by Item 8.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE Summary
- Annual Graduate Follow-Up Report, et al.
- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
- Wisconsin Occupational Projections to 2000 (DILHR)
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- Wisconsin Industry Projections to 2000 (DILHR)
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- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
  - Understanding the Service Sector
  - Labor Market Information for Business and Marketing Occupations
  - Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
  - Labor Market Information for Health Occupations
  - Effects of Structural Change on Labor Supply in Wisconsin

11. **Meeting academic, occupational, training, and retraining needs of postsecondary and adult students.**

The measurable criteria used to assess the quality of postsecondary vocational-technical education in meeting the academic, occupational, and training needs of postsecondary students has been described in Items 8 and 9, above.

The State Board distinguishes postsecondary from adult students as follows:

An individual becomes a postsecondary student by enrolling in a postsecondary program for the purpose of gaining entry into the labor market in a specific occupation. An individual becomes an adult student by enrolling in a course or courses for the purpose of maintaining or upgrading their current skills, or of learning a new skill or skills (retraining). Postsecondary students are those who enroll in courses that are part of approved programs while adult students are considered to be all of those who enroll in continuing education courses.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE Summary
- Annual Graduate Follow-Up Report, et al.
- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
- Wisconsin Occupational Projections to 2000 (DILHR)
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- Planning Information for Employment, Training and Industrial Development; 1990-1995 (DILHR)
- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
  Understanding the Service Sector
  Labor Market Information for Business and Marketing Occupations
  Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
  Labor Market Information for Health Occupations
  Effects of Structural Change on Labor Supply in Wisconsin
- WBVTAE Evaluation Resource Manual

12. Postsecondary vocational-technical programs capable of providing students with:

A. Strong experience in and understanding of all aspects of the industry they are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues).

The quality of programs in providing the foregoing is determined by the extent to which VTAE courses within program frameworks provide such information. Instruction in all aspects of an industry which students are preparing to enter is provided to the extent necessary for program graduates to function within the industry as entry level employees who have been provided the background for advancement. As the complexity of the requirements for employment increase, the length and depth of the programs providing the entry level training increase. To this extent a Short-Term (Less Than One Year) Program provides much less in the way of orientation to the target business or industry than an Associate Degree program which is designed to provide the student with the background to enter and then advance in the target business or industry.

The provisions governing program approval require the measurable integration of instruction and experience in and an understanding of all aspects of the industry the students are preparing to enter according to the following criteria.

Associate degree programs are developed to assist persons preparing for, or advancing in an occupation. Curricula of associate degree programs are designed according to the statewide competency requirements of the given business or industry.

Programs requiring accreditation, approval by outside agencies or organizations, or programs whose graduates must be eligible to write licensure or certification examinations must provide the knowledge and training necessary to meet such standards as well as the criteria of the State Board.

Vocational diploma programs are based on local needs of business and industry and are designed to assist persons preparing for, remaining, or advancing in an occupation.

Apprenticeship programs are developed to assist indentured apprentices to acquire the related training (technical knowledge and skills) concerning all aspects of their trade.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE Summary
- Annual Graduate Follow-Up Report, et al.
- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
- Wisconsin Occupational Projections to 2000 (DILHR)
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    - Waukesha Co., Ozaukee Co., Washington Co.
- Wisconsin Industry Projections to 2000 (DILHR)
    - State Total
    - Milwaukee County
    - Waukesha Co., Ozaukee Co., Washington Co.
- Planning Information for Employment, Training and Industrial Development; 1990-1995 (DILHR)
- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
    - Understanding the Service Sector
    - Labor Market Information for Business and Marketing Occupations
    - Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
    - Labor Market Information for Health Occupations
    - Effects of Structural Change on Labor Supply in Wisconsin

B. Strong development in and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.

The criteria and objective measures of the criteria which determine how well the VTAE districts provide the above cited skills have been previously described, primarily in Item 8, above. These are the program approval and evaluation procedures, graduate and employer follow-up surveys, and requirements that the VTAE districts must meet depending upon the type and length of programs offered.

As a matter of course, all of the districts operate remedial centers under a variety of names that provide basic academic skills training for students who lack them, and also provide remedial education for students enrolled in programs who need to be reacquainted with academic skills necessary for them to master the program subject matter.

Problem solving skills and academic skills are provided to the extent that they are required for entry level employment; and, in the more rigorous programs, for advancement in the occupation the student is training for.

Source Documents

- VTAE Educational Services Policies & Procedures Manual
- Annual Student Accounting-FTE Summary
- Annual Graduate Follow-Up Report, et al.
- Employer Surveys
- Annual State of Wisconsin VTAE Operational Planning Data
- Occupational Employment and Training Information System
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- Wisconsin Industry Projections to 2000 (DILHR)
  State Total
  Milwaukee County
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- Planning Information for Employment, Training and Industrial Development; 1990-1995 (DILHR)
- Monthly Wisconsin Economic Indicators (DILHR)
- VEA Funded Studies [(WBVTAE and the Department of Agricultural Economics (UW-Madison)]
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  Labor Market Information for Business and Marketing Occupations
  Labor Market Trends Affecting the Utilization and Skills Needs of Agricultural and Related Workers
  Labor Market Information for Health Occupations
  Effects of Structural Change on Labor Supply in Wisconsin

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Department of Industry, Labor and Human Relations

1. Monthly Wisconsin Economic Indicators
2. Monthly Civilian Labor Force Estimates
3. Annual Affirmative Action Data for Wisconsin
4. Wisconsin Occupational Projections to 2000
    a. State Total
    b. Milwaukee County
    c. Waukesha Co., Ozaukee Co., Washington Co.
5. Wisconsin Industry Projections to 2000
    a. State Total
    b. Milwaukee County
    c. Waukesha Co., Ozaukee Co., Washington Co.
6. Planning Information for Employment, Training and Industrial Development; 1980-1995
7. Planning Information for Employment, Training and Industrial Development; 1990
8. Occupational and Employment Training Information System (OETIS)
9. Working Wisconsin in the 1990's; November 1989
10. Annual JTPA Eligible Populations
11. Inform; (Publication of the Division of Employment and Training's Library)

WBVTAE

12. Agency Strategic Plan: Programs and Services; January, 1987
13. Annual Student Accounting-FTE Summary
14. Annual Graduate Follow-Up Report
15. Five-Year Longitudinal Study of 1980-81 Graduates; 1986
16. Three-Year Longitudinal Study of 1980-81 Graduates; 1985
17. A Longitudinal Study of Earnings of VTAE Graduates; 1989 (Strong and Jarosik; Vocational Studies Center; UW-Madison)
18. Annual Cost Allocation Schedules
19. Annual State of Wisconsin VTAE Operational Planning Data
20. Minority Participation in Wisconsin's VTAE System: Strategies for Success: (by the Governor's Commission on Minority Participation in Vocational-Technical Education)
    a. Executive Report
    b. African American Subcommittee Report
    c. American Indian Subcommittee Report
    d. Hispanic Subcommittee Report
    e. Southeast Asian Subcommittee Report
21. Understanding the Service Sector; 1987
22. Labor Market Information for Business and Marketing Occupations; November, 1990
23. Labor Market Trends Affecting the Utilization and Skill Needs of Agricultural and Related Workers; June, 1989
24. Labor Market Information for Health Occupations; March, 1989

25. Effects of Structural Change on Labor Supply in Wisconsin; September 30, 1989 (Prepared by George Gyan-Baffour and Ron Shaffer; Dept. of Agricultural Economics; UW-Madison)
26. Labor Market Trends Affecting the Utilization and Skill Needs of Trade and Industry Workers
27. Commission '85: VTAE Economic Development Project: Final Report; June, 1983
28. Single Parents, Homemakers, and Displaced Homemakers: A Study of Program Needs, Services, and Activities; October, 1990 (Dougherty, Vocational Studies Center, UW-Madison)
29. Linking Vocational Education to Business/Industry Training Needs; June 30, 1989 (by the Center for Vocational, Technical and Adult Education, UW-Stout)
30. Annual Status Report on Nontraditional Program Enrollments in the Wisconsin Vocational, Technical and Adult Education System

Other

31. The Wisconsin System: Vocational, Technical and Adult Education: 1987 (Report of Governor's 1987 Commission)
32. Workforce 2000: Work and Workers for the 21st Century: June, 1987 (Johnston and Packer; Hudson Institute)
33. How Americans in Transition Study for College Credit; 1989 (Aslaninan and Brickell; The College Board)
34. Guess Who's Coming to Work? 1986 (Hodgkinson for the National Center for Research in Vocational Education, OSU)
35. The Forgotten Half; 1988 (W.T. Grant Foundation)
36. Profiles on the Economic Status of Wisconsin's Women; March, 1987 (Wisconsin Women's Council)
37. Wisconsin Strategic Planning Council; Report Number 1; May, 1989
38. Work in the New Economy: Careers and Job Seeking into the 21st Century; Revised Edition; 1989
39. Agriculture and National Resource Education for 2000; December, 1990 (UW System)
40. Monthly U.S. Labor Review (U.S. Department of Labor)
41. The Systematic Assessment of Leavers: Phase I Final Report; March, 1990 (Milwaukee VTAE District)
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44. A Study of Carl D. Perkins and JTPA Programs and Activities in Wisconsin; February, 1989 (Paris and Associates for the Wisconsin Council on Vocational Education)
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48. The Future of Working Wisconsin (Proceedings from the conference; February 24-26, 1987)
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50. Monthly Labor Review (U.S. Department of Labor)

51. Wisconsin State Data Center News
52. Wisconsin Works: Career Opportunities Guide; 1989 (Wisconsin Occupational Information Coordinating Committee)
53. Monthly Employment and Earnings (U.S. Department of Labor)
54. Centergram (Center on Education and Training for Employment (The Ohio State University)
55. Occupational Outlook Quarterly (U.S. Department of Labor)

Newspapers and Magazines

56. Milwaukee Journal
57. Milwaukee Sentinel
58. Wisconsin State Journal
59. Capital Times
60. Wall Street Journal
61. Chronicle of Higher Education
62. Wisconsin Vocational Educator
63. VTAE Today
64. American Demographics
65. Business Week
66. Trade Journals and Periodicals

SUMMARY OF NEEDS

Based on the continuous assessment of needs built into State Board and VTAE district procedures; programs, services and activities for members of special populations have been identified as the need that can most profitably be addressed with the VEA funds available to the State Board. These will primarily be the funds which will be distributed by formula and secondarily the non-formula funds available to serve other populations or purposes such as single parents or consumer and homemaking education under which a significant number of individuals served will also be handicapped, disadvantaged and limited English proficient.

The development, maintenance and improvement of programs is provided for by the program development and evaluation procedures established by the Board. New and Emerging Occupations Incentive Grants funded with State dollars are available to the VTAE districts on a Request for Proposal Basis for the development or modification of programs to meet the needs of new and emerging occupations. Therefore, while State and local funds appear able to meet the needs for new and continuing vocational education programs, the provision of services to members of special populations has gained a greater urgency both in terms of their needs and numbers and in terms of the labor market which is and will continue to provide fewer low skill, high paying jobs than previously and will also require more workers with the technical skills available through postsecondary and adult vocational education.

In comparison with many other states, Wisconsin has a low incidence of minority populations. But like other states, these populations have a higher incidence of economic and educational disadvantages. The Milwaukee Area VTAE District, which has the highest numbers of minority populations within its boundaries has been studying non-completers of the programs and services it offers. While the initial results of the study indicate that students withdraw for largely personal reasons as opposed to educational ones and that students who do not return between semesters do so mainly because of financial problems, it appears that nonreturnees at least are less aware of the services available to them.

It is also noted that State funds are available for Basic Skills, Adult Literacy and Workplace Literacy Incentive Grants distributed through a Request for Proposals process, and that federal funds are also available for Adult Basic Education under the Adult Education Act.

It is because of considerations such as these that the Board proposes to target the VEA formula funds available to it on serving members of special populations according to the prioritization of Title II formula fund purposes shown in the Proposed Use of VEA Funds section, below. This proposed use of funds does not preclude the Board from making adjustments in the funding provisions presented below because circumstances may change between the time the plan is written and the time that it is put into practice.

In addition, in order to get the most benefit from the dollars available through the Act, the State Board encourages the VTAE districts to conduct joint activities in their use of these funds.

XI. WBVTAE PROPOSED USE OF VEA FUNDS

(Revised 9/3)

	1991-92	1992-93	1993-94
TITLE II Basic State Grant Total	$9,073,321	$9,073,321	$9,073,321
5.% for State Administration (including $33,000 for sex equity administration)	453,666	453,666	453,666
8.5% for State Leadership and Programs	771,232	771,232	771,232
7.5% for Single Parents et al.	719,881	719,881	719,881
3.0% for Sex Equity	296,422	296,442	296,442
1.0% for Corrections	90,733	90,733	90,733
75.0% for Services to Members of Special	6,741,387	6,741,387	6,741,387
(Guidance and Counseling)	(1,573,485)	(1,573,485)	(1,573,485)
(Other Priorities)	(5,167,902)	(5,167,902)	(5,167,902)
TITLE III Special Programs Total	500,716	500,716	500,716
Community Based Organizations (CBO's)	127,004	127,004	127,004
Consumer and Homemaking Education	373,712	373,712	373,712
(Depressed Areas)	(186,856)	(186,856)	(186,856)
(State Administration/Full-time Administrator)	(22,423)	(22,423)	(22,423)
WBVTAE TOTAL	9,574,037	9,574,037	9,574,037

(Tech-Prep Funds will be jointly administered by the State Board and the Department of Public Instruction; See Part IX, above.)

This section presents the proposed uses of funds for the postsecondary and adult levels. The proposed uses of the formula funds available to the Board are presented first followed by the proposed uses of purpose specific funds such as those allocated for Sex Equity, and Consumer and Homemaking programs, services and activities.

POSTSECONDARY AND ADULT VOCATIONAL EDUCATION PROGRAMS
TITLE II, SUBPART 2, SECTION 235

These funds will be made available to the VTAE districts by the Act specified formula. Each district is eligible to receive that amount of Title II, Part C, funds as the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who were enrolled in vocational education programs in the year preceding the funding year divided by the total of such students enrolled in all districts in that preceding year.

The State Board does not propose to allocate the available formula funds among the allowable purposes. Rather the Board has prioritized the purposes so that any district which is currently meeting the needs under a specific priority is not required to expend its VEA formula funds for that purpose. Districts are required, however, to meet all of the priorities in the order of their ranking; i.e., a district may not use VEA funds to meet the needs of a lower priority unless it has demonstrated that it is currently meeting the needs of all higher priorities or that it will commit VEA or other funds to meet the needs of those higher priority purposes.

The Act prescribes that in using funds for program improvement, the following conditions shall be met:

(A) Each eligible recipient that receives a grant under this part shall use the funds they are eligible to receive to:

   (1) Improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or in a limited number of program areas;

   (2) Give priority to sites or programs that serve the highest concentrations of individuals who are members of special populations;

   (3) Provide vocational education in programs that:

      (i) Integrate academic and vocational education in coherent sequences of courses so that students achieve both academic and occupational competencies; and
      (ii) Provide equitable participation for members of the special populations;

   (4) Support activities that are of sufficient size, scope, and quality as to give reasonable promise of meeting the vocational education needs of the students involved in the activity.

GOAL

To provide special services for members of special populations, only then provide activities for all students designed to improve programs, services and activities.

PLANNED ACTIVITIES TO MEET GOAL

Funds may only be applied for in the order in which the fundable purposes are listed below for Special Services and Activities for All Students, e.g., funds may not be requested for use in the second column until all of the purposes in the first column have been met; and within a column, funds may not be requested under a lower prioritized purpose until the needs for all higher prioritized purposes have been met.

Applications require a local funding share equal to the amount of their formula fund allocation.

Special Services

- Guidance and Counseling
- Supplementary Services including Adaptation of Equipment
- Remedial Instruction
- Upgrading of Curriculum
- Inservice Training
- Apprenticeship Programs
- Tech-Prep Education
- Special Services Coordinator
- Equipment
- Adult Training Programs
- Economic Development
- Mentor Programs
- Private Sector Provision

Activities for All Students

- Upgrading of Curriculum
- Inservice Training
- Apprenticeship Programs
- Tech-Prep Education
- Equipment
- Adult Training Programs
- Economic Development
- Mentor Programs
- Private Sector Provision

If a district is currently meeting the needs of a higher priority(ies), it must demonstrate in its Plan/Application how it has met the needs for the higher priority(ies) if it wishes to have a request for VEA funds for a lower priority(ies) approved by the Board.

The fundable purposes established by the Act (see Funding Provisions, above) are expanded upon here in relation to meeting the goals of this section:

Fundable Activities

(1) Guidance, Counseling and Career Development Activities organized and administered by certified counselors. These activities may include one or more the following:

   (a) Targeted outreach and recruitment;
   (b) Assessment;
   (c) Career orientation and decision making;

(d) Special guidance and counseling to assist with enrollment, obtaining financial assistance, expanding student access to programs including nontraditional programs, and retention; and
(e) Supplemental placement and school to work transition services, including job seeking skills instruction, job development, and follow-up;

Outreach activities shall target the recruitment of members of special populations who are considered to have the potential for benefiting from vocational training and have the potential for placement in the occupations for which they will be trained.

Assessment services shall only be supported with VEA funds for individuals who have previously been identified as members of special populations and who can reasonably be expected to enroll in full-time vocational programs as a result of their assessment.

All members of special populations wishing to enroll in vocational education programs shall receive an assessment of their interests, abilities, and special needs with respect to successful completion of their vocational education programs.

(2) Supplemental Services including Adaptation of Equipment designed only to meet the needs of members of special populations. These services include:

(a) Curriculum modification;
(b) Equipment modification, including the purchase or lease of parts necessary to modify equipment;
(c) Classroom modification;
(d) Supportive personnel; (i.e. personnel providing services directly to special populations); and
(e) Instructional aids and devices necessary for special populations to participate and succeed in approved vocational education programs.

(3) Remedial Instruction for members of special populations that is necessary for them to succeed in their approved vocational education programs. Remedial instruction supported with VEA funds shall only be provided members of special populations who are concurrently enrolled in courses totaling six or more credits per semester towards graduation in their programs.

(4) Upgrading of Curriculum for programs that integrate academic and vocational education through a coherent sequence of courses so that students achieve both the academic and occupational competencies necessary for employment.

(a) Applicants must receive approval of curriculum modifications from the State Board occupational consultant prior to including the modification in the local plan/application so that curriculum upgrading activities may be coordinated by the State Board.

(b) Reciprocal curriculum upgrading activities are encouraged; e.g., districts with Health Occupations programs could divide upgrading activities among themselves instead of each district upgrading all of its Health Occupations programs by itself.

(5) Inservice Training for both vocational and academic instructors working with vocational education students for integrating academic and vocational education. Reciprocal inservice activities are encouraged; e.g., a district may provide an inservice in Health Occupations while cooperating districts provide inservice in other areas for staff of the cooperating districts. Out-of-State travel is not allowed.

(6) Apprenticeship Programs modifications to accommodate members of special populations and curriculum improvement.

(a) Applicants must receive approval of curriculum improvements from the State Board apprenticeship consultant prior to including the improvement request in the local plan/application so that curriculum improvement activities may be coordinated by the State Board.

(7) Tech-Prep Education curriculum development or improvement for four-year programs designed to lead to a vocational education two-year Associate Degree or Diploma through a sequence of high school and postsecondary vocational education courses.

(8) Special Populations Coordinator is a qualified counselor or teacher who will ensure that individuals who are members of special populations will receive coordinated services, job skill training, placement, and follow-up services.

(9) Equipment including instructional aids necessary to implement any curriculum activity proposed with VEA formula funding.

(10) Adult Training Programs which train for all aspects of the occupation in which job openings are projected or available. VEA funds may only be used to develop or upgrade approved program curricula.

(11) Economic Development provides for curriculum development activities in programs that will be strongly tied to economic development efforts in the State.

(12) Mentor Programs in Institutions of Higher Education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies.

(13) Private Sector Provision of education and training through arrangements with private vocational education institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions,

employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

Any VTAE district applying for formula funds shall appoint a special populations coordinator who shall be responsible for ensuring that individuals who are members of all special populations are receiving the services necessary for them to succeed in vocational-technical education programs and find employment related to their programs of study. The coordinator shall also be responsible for the coordination of services available to members of special populations from all funding sources in order to avoid a duplication of effort and gaps in the continuum of services necessary for members of special populations to succeed in and find employment related to their programs.

The special populations coordinator may be a current employee or may be supported with VEA funds under the Special Populations Coordinator purpose.

The following table shows the estimated amount of formula funds that each VTAE district will be eligible to receive in 1991-92. The estimates are based on the number of Pell Grant and Bureau of Indian Affairs assisted students served in vocational education in 1989-90. The final allocations will be made on the basis of the 1990-91 counts.

District	VEA Funds
Chippewa Valley	$ 522,193
Western Wisconsin	481,452
Southwest Wisconsin	187,762
District 4	573,562
Blackhawk	285,187
Gateway	506,605
Waukesha County	173,592
Milwaukee Area	1,531,505
Moraine Park	246,217
Lakeshore	179,260
Fox Valley	361,709
Northeast Wisconsin	391,821
Mid-State	260,388
North Central	398,907
Nicolet	125,057
Wisconsin Indianhead	516,170
Total	$6,741,387

STATE PROGRAMS AND STATE LEADERSHIP
TITLE II, PART A, SECTION 201

GOAL

To provide state programs of professional development; development, dissemination and field testing of curriculum; assessment of programs and development of performance standards and measures for program improvement and accountability with respect to such programs.

Additionally, to provide state leadership for promotion of partnerships among business, education, industry, labor and community-based organizations; leadership in technology education; and data collection.

PLANNED ACTIVITIES TO MEET GOALS

Funds available for this purpose will be targeted. Activities will be funded up to 100 percent of cost.

TARGETED FUNDING PRIORITIES AND VEA FUNDING TO MEET PRIORITIES

The priorities for this Targeted Funds setaside are the same as the allowable VEA fundable activities. VEA funds may only be used to support:

1. Professional development activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including inservice and preservice training of teachers in state-of-the-art programs and techniques, including integration of vocational and academic curricula, with emphasis on inservice and preservice training of minority teachers;

2. Development, dissemination, and field testing of curricula, especially:

   (A) Curricula that integrate vocational and academic methodologies; and
   (B) Curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured; and

3. Assessment of programs conducted with assistance under this Act, including the development of:

   (A) Performance standards and measures for such programs; and
   (B) Program improvement and accountability with respect to such programs.

4. The promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies;

5. Leadership in technology education; and

6. Data collection.

PROGRAMS TO PROVIDE SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN WITH MARKETABLE SKILLS
TITLE II, PART B, SUBPART 1, SECTION 221

GOAL

To prepare single parents, displaced homemakers and single pregnant women for vocational education and training that will furnish them with marketable skills in order to provide them with an income sufficient to maintain their households.

PLANNED ACTIVITIES TO MEET GOAL

Funds available for this purpose will be distributed by a Request For Proposal (RFP) process.

Applications will be funded at 80 percent of cost except for the University of Wisconsin--Madison which will be funded at 100 percent of cost.

REQUEST FOR PROPOSALS FUNDING PRIORITIES

A. Single parents, displaced homemakers, and single pregnant women who are the sole income support for a household shall be assisted in choosing a career which will provide an income sufficient to maintain their households.

B. Adequate preparation necessary to assure that they are successful in the training program for their chosen career.

C. Special emphasis is to be placed on exploring nontraditional and technical careers which pay the highest median wage upon graduation.

D. Effective July 1, 1991, Single Parent, Displaced Homemakers, and Single Pregnant Women Programs will provide preparatory services to the target population following the Statewide Model Program. This program is designed for individuals interested in vocational education who are willing to spend the time necessary to choose the right program and to prepare themselves to succeed in their chosen program. The components of this program are:

    1. Outreach: The focus of this component is to identify eligible individuals interested in vocational education. Building coordination with other programs such as JTPA and JOBS for referrals is a key component;

    2. Pre-Assessment Interview: Program eligibility shall be determined, as well as whether or not the individual is in a position to benefit from the services described in (3) and (4) below. Referrals to other programs or services may be appropriate at this stage. If an eligible individual chooses to participate in the services described in (3) and (4) below, a client enrollment form will be completed, a

case management file established, and the individual scheduled for a career planning session;

3. Career Planning/Assessment: All eligible individuals shall be enrolled in the Career Planning/Assessment course. A significant portion of the curriculum addresses nontraditional career exploration and sex bias in career choices. The Career Planning/Assessment component is to determine the best placement for an individual as follows:

    a. The individual is not ready for a vocational education program, and should be referred to basic skills or other agency/program;

    b. The individual is better suited for a university program, and should be referred to a university counselor;

    c. The individual selects a vocational program, is capable of entering the program with no further assistance, and is referred to a VTAE counselor for admission; or

    d. The individual selects a program but needs preparatory services to assure success in the program; and

4. Case Management Plan for Preparatory Services: The case manager is to design an individual preparatory services plan to prepare an individual for enrollment into and success in a program. Components of the plan shall be based upon local resources and the individual's need. VEA funds may be used to pay the education costs (tuition, books, materials, fees) for all preparatory services and courses. Dependent care and transportation assistance may also be funded. The preparatory services should be provided in one semester and lead to enrollment in a program the following semester.

VEA FUNDING TO MEET RFP PRIORITIES

In order to meet the preceding RFP priorities, VEA funds may only be used to support the following activities which are listed in priority order. A district shall not use VEA funds to support a lower priority unless it is providing all higher priorities with VEA or other funds.

1. Outreach activities that facilitate the participation of single parents, displaced homemakers, and single pregnant women in Statewide Model Program enrollment activities;

2. Eligibility determination and activities necessary to enroll individuals in the model program for single parents, displaced homemakers, and single pregnant women;

3. Career planning and decision making activities for all single parent, displaced homemaker and single pregnant women program participants using the designated curriculum. This activity is the first model program service and shall result in:

   a. Up to 15 percent of participants going directly into vocational-technical training programs;

   b. At least 65 percent enrolling in preparatory services that shall enable single parents, displaced homemakers, and single pregnant women to enroll in vocational-technical programs leading to prompt employment in program related occupations with median hourly salaries at or above the district's median salary for all graduates;

   c. Up to 10 percent enrolling in basic skills activities; and

   d. Up to 10 percent of participants going no further;

4. Case management activities that ensure that participants receive necessary preparatory services and are subsequently enrolled in a full-time vocational education program;

5. Coordinated preparatory services to ensure participant success in their chosen program of study. Tuition, fees, supplies, books, materials, and dependent care and transportation services may be funded for participants in:

   a. Success skills classes taught as a course or in support group workshops. The curriculum for the "Success Skills" component will be provided to districts in January 1992. Instruction may also be funded for these classes;

   b. Remedial instruction directly related to preparation for full-time enrollment in a vocational-technical program;

   c. A College Survival Skills, 890 or comparable course; or

   d. Formal or informal prerequisite instruction necessary for enrollment in or success in a vocational-technical program. The emphasis should be on preparing individuals for nontraditional and technical programs which result in high wage jobs.

6. The entire array of preparatory services shall be coordinated so that they are delivered during one semester with the objective being the full-time enrollment of participants in approved programs for the following semester. Upon entry into more than three (3) credits in the curriculum of the full-time vocational-technical program in which the participant is enrolled, the participant will no longer be eligible for services funded with Single Parents, Displaced Homemakers, and Single Pregnant Women VEA funds. Retention and job placement activities shall be provided by the district. Follow-up activities will be coordinated with the client reporting system; and

7. $20,000 is setaside for activities to be conducted by the U.W. Madison Vocational Studies Center Resource Center.

SEX EQUITY ACTIVITIES
TITLE II, PART B, SUBPART 1, SECTION 222

GOALS

To provide activities leading to the fair and just treatment of individuals regardless of their sex. Such activities shall allow individuals to choose among vocational education programs and careers; to enter vocational education programs and careers according to their needs, informed interests and abilities; and permits them to participate fully in, and to benefit from those programs, without any constraints based upon sex.

Sex Equity activities in vocational education are to create an educational environment which helps students free themselves of limiting sex role expectations and to foster preparation for future family and work roles.

In practice, this means VTAE districts shall expand their capacity to achieve vocational equity by:

A. Increasing access to, and participation in, vocational education for females, thereby furnishing them with marketable skills;

B. Meet the special needs of nontraditional students; and

C. Provide the necessary support services for young women and men to become economically self-sufficient.

PLANNED ACTIVITIES TO MEET GOALS

Funds available for this purpose will be distributed by a Request for Proposal (RFP) process.

District applications will be funded at 80 percent of cost and the U.W. Madison and U.W. Stout, at 100 percent. District Four's "Tools for Tomorrow" setaside will be funded at 90 percent of cost.

REQUEST FOR PROPOSALS FUNDING PRIORITIES

A. Programs; services, including comprehensive career guidance and counseling; and activities to eliminate sex bias and stereotyping in vocational education.

B. Preparatory services and vocational education programs, services and activities for girls and women designed to enable the participants to support themselves and their families. As **the Act limits participation to girls and women aged 14 through 25 unless a waiver is granted,** districts must submit a signed and dated request to waive the age limitation as necessary. This request is to be attached to each application needing such a waiver; and

C. Support services for individuals participating in vocational education programs, services and activities described in priorities (A) and (B) above. Support services include dependent care services and transportation.

VEA FUNDING TO MEET RFP PRIORITIES

In order to meet the preceding RFP priorities, VEA funds may **only** be used to support:

1. The development of pretechnical courses or course modules which prepare students for nontraditional, technical, or new and emerging occupations and that assist them in their transition to nontraditional vocational-technical programs;

2. The development and dissemination of informational materials concerning vocational and employment opportunities with a special emphasis on nontraditional, technical, high technology, and new and emerging occupations;

3. Career guidance and counseling activities designed to assist students in selecting nontraditional vocational education programs. These activities shall:

    a. Include a minimum of 18 hours of career planning and career exploration for each participant;

    b. Be targeted at increasing enrollments in those programs with less than 25 percent nontraditional enrollment as identified in the annual Sex Equity Report; and

    c. Lead to the enrollment of participants in nontraditional vocational-technical programs and a change in district nontraditional program enrollment statistics;

4. Staff development activities which will increase the capacity of administrators, instructors, non-traditional instructors, and counselors to take affirmative or programmatic steps to achieve vocational equity;

5. Student retention activities which will assist participants in nontraditional programs to remain in and successfully complete their programs of instruction and to obtain employment related to the skills they have acquired in their programs;

6. Direct payments to eligible individuals enrolled or preparing to enroll in vocational-technical programs for dependent care, transportation, supplies, books and materials;

7. $20,000 is for activities to be conducted by the U.W. Madison Vocational Studies Center Resource Center; and

8. $87,300 is for the "Tools for Tomorrow" program to be conducted by Area VTAE District 4.

CORRECTIONS EDUCATION
TITLE II, PART B, SUBPART 2, SECTION 225

GOALS

The Act prescribes that the State Department of Corrections be designated as the agency which will administer vocational education programs assisted under Section 225 of the Act for adult criminal offenders in correctional institutions in the State. Each State corrections educational agency, in carrying out the vocational education program for criminal offenders shall:

A. Give special consideration to providing services to offenders who are completing their sentences and preparing for release, and to establishing vocational education programs in correctional institutions that do not have such programs;

B. Provide vocational education programs for women who are incarcerated;

C. Improve equipment; and

D. In cooperation with VTAE districts, administer and coordinate vocational education services to offenders before and after their release.

PLANNED ACTIVITIES TO MEET GOALS

Applications will be funded at 100 percent of cost.

TARGETED FUNDING PRIORITIES AND VEA FUNDING TO MEET PRIORITIES

The priorities for these targeted funds are the same as the allowable VEA fundable activities. VEA funds may **only** be used to support:

1. Vocational programs, with an emphasis on vocational education programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional and changing occupations;

2. The adoption of competency-based curriculum in vocational education programs;

3. The purchase of equipment to meet or maintain parity in vocational programs with the equipment being used in the occupations that offenders are preparing to enter;

4. Programs, services and activities to eliminate sex bias and stereotyping; and

5. Administration and coordination of vocational education services, in cooperation with VTAE districts, for offenders before and after their release.

STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS
TITLE III, PART A, SECTION 301

GOALS

The Act intends to make vocational education programs accessible to youth and other individuals through the provision of special services and activities provided through joint projects of districts and community-based organizations. These services and activities may be targeted to handicapped individuals who are educationally or economically disadvantaged. This purpose provides for:

A. Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;

B. Transitional services such as attitudinal and motivational prevocational training programs;

C. The assessment of students' needs in relation to vocational education and jobs;

D. Guidance and counseling to assist students with occupational choices and with the selection of and entrance into a vocational education program.

PLANNED ACTIVITIES TO MEET GOALS

Funds available for this purpose will be distributed by a Request for Proposal (RFP) process.

Applications must be jointly developed by a VTAE district and cooperating Community-Based Organization (CBO).

Applications will be funded at 100 percent of cost.

REQUEST FOR PROPOSALS FUNDING PRIORITIES

Applications shall propose and VEA funds may **only** be used for:

1. Outreach: Programs that facilitate the enrollment of economically and academically disadvantaged out-of-school youth (16-21) into **vocational education programs or courses**;

2. Assessment: Evaluation of an individual's academic and occupational **skills** and aptitude **in relation to** the selection of and enrollment into **vocational education** programs or courses; and

3. Guidance and Counseling: Guidance and counseling to assist a participant with **occupational choices** and with the **selection of** and **enrollment into** a **vocational education** program.

VEA FUNDING TO MEET RFP PRIORITIES

An applicant must designate a certified counselor who will be responsible for the organization and administration of planned activities.

In order to meet the preceding RFP priorities, VEA funds may only be used to support:

1. Outreach activities;
2. Assessment; and
3. Guidance and Counseling.

CONSUMER AND HOMEMAKING EDUCATION
TITLE III, PART B, SECTION 311

GOAL

To make instructional programs, services and activities available to youth and adults that prepare them for the occupation of homemaking and provide instruction in the areas of:

A. Food and nutrition;

B. Individual and family health;

C. Consumer education;

D. Family living and parenthood education;

E. Child development and guidance;

F. Housing and home management including resource management; and

G. Clothing and textiles.

This purpose provides for projects, services and activities:

A. Conducted in economically depressed areas;

B. That encourage the participation of traditionally under-served populations;

C. That encourage the elimination of sex bias and sex stereotyping;

D. That improve, expand and update consumer and homemaking education programs (especially those that address the needs of the foregoing); and

E. That address priorities and emerging concerns at the local, state and national levels.

PLANNED ACTIVITIES TO MEET GOAL

Funds available for this purpose will be distributed by a Request for Proposal (RFP) process.

Applications will be funded at 100 percent of cost.

At least one-third of the funds available under this purpose must be spent in depressed areas.

REQUEST FOR PROPOSALS FUNDING PRIORITIES (Revised 9/3)

Applications shall propose and VEA funds may only be used for:

1. Activities that will improve, expand and update consumer and homemaking education programs, especially those in economically depressed areas; that encourage the participation of under-served populations; and that encourage the elimination of sex bias and sex stereotyping;

2. Instruction relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises (including family violence and child abuse), strengthening parenting skills (especially among teenage parents), preventing teenage pregnancy, assisting the aged and individuals with handicaps and members of at-risk populations (including the homeless), improving individual, child, and family nutrition and wellness; conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaking education skills to jobs and career; and

3. Program development and the improvement of instruction and curricula relating to Priorities 1 and 2, above.

FUNDING TO MEET RFP PRIORITIES

In order to meet the preceding RFP priorities, VEA funds may **only** be used to support:

1. Instructional staff necessary to carry out the proposed activity or activities; and

2. Staff in-service activities for part-time instructional staff, preferably offered in teleconferences via satellite.

INFORMATION DISSEMINATION AND STATE ADMINISTRATION

In addition to the funds to be distributed by the Request for Proposals, 6% of the Consumer and Homemaking Education funds will be used to provide for state administration by a full-time state administrator who has experience and educational preparation in home economics. This position will ensure that the experience and information gained through funded activities will be shared with other administrators for program planning purposes among other uses.

XII. ASSURANCES

DPI

The State Board assures that the following requirements will be carried out and provides a description of how it will ensure that the requirements are met.

A. Eligible Recipient Compliance With Requirements

Provide assurances that, and where necessary a description of the manner in which, eligible recipients will comply with the requirements of titles I and II.

DPI Procedures to Ensure Compliance:

LEA's in Wisconsin are required to complete a Local Plan/Application "package" which includes specific components which deal with the Act's requirements and assurances as prescribed in Titles I, II, III and V of the Act. Appendix A, 1991-92 Guidelines, describes these requirements, including criteria for individuals who are members of special populations enrolled in vocational education.

Over the past five years, VEDS data clearly indicates individuals who are members of special populations have accessed entry-level vocational education courses in Wisconsin. Conversely, this same data base clearly indicates these same individuals do not complete vocational education programs. Therefore, the Act's focus on student success in vocational education fits well with Wisconsin's focus on the school-to-work transition for all enrollees in vocational education (the Student Follow-Up Report Document details student enrollment and completion data for the past five years.)

B. Goals and Accountability for Special Populations

The State Board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations.

DPI Procedures to Ensure Compliance:

In order to develop measurable goals and accountability measures appropriate to the needs of the diverse groups included in the federal definition of "special populations," the Bureau for Vocational Education will work with designated representatives of the Division for Handicapped Children and Pupil Services to establish such goals.

The new structure required to deal with the requirements of this Act is being developed through intra-agency, inter-division focus groups.

C. Monitoring

The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals established for members of special populations.

DPI Procedures to Ensure Compliance:

Through its statewide uniform accounting system, the Department of Public Instruction currently monitors fiscal compliance for a variety of programs and purposes. This function is coordinated by staff in the Bureau for Vocational Education and the Federal Aids and Audit Section. Fiscal monitoring is achieved through annual audits of all secondary school districts. These audits include appropriate administrative compliance issues (e.g., supplement not supplant, maintenance of effort, cost allocation plan, etc.).

The local plan/application requires local districts to describe how they will comply with the Act's administrative requirements. Review and approval of these plans/applications will be conducted by staff from the Bureau for Vocational Education and other Department staff as representatives of individuals who are members of special populations.

Monitoring for EEN youth is conducted through the mandated IEP process. Twenty percent of the state's districts annually undergo school district audits of achievement on the state's 20 standards for educational excellence. Law and administrative rules addresses each of these standards. School District Standards and Rules (April, 1991), contains the most current revisions to Wisconsin's 20 Standards. Finally, School District Standards Review (1990-91 Draft) is the protocol used in the Standards Audit process.

D. Private Secondary School Special Populations

DPI Procedures to Ensure Compliance:

During the 1991-92 school year, the Department will utilize its Private School Consultant and appropriate private school professional organizations to inform private secondary school administrators of their ability to access vocational education programs assisted under Section 231 of the Act. Beginning with the 1992-93 school year, and thereafter, this requirement will be incorporated into the Local Plan/Application process.

E. Compliance With Basic Grant Funds Allocations

DPI Procedures to Ensure Compliance:

State Fund Distribution (Assuming Allotment of $7,423,626.15)

	Percentage	Amount
State Administration (including Sex Equity Coordination)	5.0%	$ 371,181.30
Single Parent Homemakers Displaced Homemakers	7.5%	$ 556,771.96*
Single Pregnant Women Sex Equity	3.0%	$ 222,708.78*
State Program and Leadership	8.5%	$ 631,008.22
Corrections	1.0%	$ 74,236.26
Instructional Programs	75%	$5,567,719.61*

* Allocation equals the FY'91 level

** Due to the hold harmless provision, this amount was reduced by $52,040.26, i.e., $5,515,679.35. The rationale was that although these monies would not go through the formula allocation they would still be awarded to districts.

F. Standards and Measures

The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of section 115.

DPI Procedures to Ensure Compliance:

The Committee of Practitioners has been appointed and will be convened to develop a system of core standards and measures of performance for secondary vocational education across Wisconsin by September 25, 1992.

The standards and measures include the following:

1. Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills;

2. One or more measures of
   a. competency attainment;
   b. job or work skill attainment or enhancement;
   c. retention in school or completion of secondary school;
   d. placement in additional training or education;

3. Incentives or adjustments designed to encourage service targeted groups or special populations, and, for each student, where appropriate;

4. Procedures for using existing resources and methods developed in other programs receiving federal assistance.

G. Section 221 Need and Displaced Homemakers

In the use of funds available for single parents, displaced homemakers, and single pregnant women under section 221, the State will emphasize assisting individuals with the greatest financial need, and that the State will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

DPI Procedures to Ensure Compliance:

Given the age and nature of the population to be served in Wisconsin secondary schools, the Department established written descriptors regarding needs identification and funding priorities. The full discussion of these requirements is included in Appendix A, 1991-92 Guidelines, pages 38-42.

H. Non-Traditional Training and Services

The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

DPI Procedures to Ensure Compliance:

Based on previous years' enrollment figures in Wisconsin, about 14,500 students are expected to enroll in the instructional program component of secondary level (grades 11-12) vocational education courses. Of that total, approximately 55 percent will be males and 45 percent females.

Secondary level vocational educators are making some progress toward enrolling students in non-traditional vocational programs. A comparison of VEDS enrollment figures by occupational (discipline) area for 1986 and 1990 indicates slight gains in non-traditional areas.

DISCIPLINE AREA	1986 VEDS DATA	1990
Agriculture	16% female	18% female
Business Education	10% male	17% male
Health Care	9% male	15% male
Home Economics	32% male	30% male
Marketing Education	36% male	41% male
Technology Education	6% female	8% female

While vocational sex equity activities have raised awareness of equity issues and developed several model programs, not all schools have taken affirmative or programmatic steps to neutralize sex bias and occupational stereotyping. Vocational evaluations in Wisconsin continue to indicate sex segregated enrollments, wage gaps for female graduates, civil rights compliance deficiencies, and few active efforts at the local level to promote sex equity, particularly in non-traditional occupations. Surveys of student attitudes and knowledge about female participation in the work force consistently indicate that many of our students make vocational choices based on stereotyped myths rather than on labor market facts.

There has been a concentrated effort to develop more sex equity expertise at the regional and local levels by providing on-site technical assistance to vocational administrators, instructors and counselors. The Vocational Gender Equity Cadre was established to help develop this expertise. Cadres were formed on a CESA wide basis (CESAs are Cooperative Educational Services Agencies - intermediate service agencies - for school districts).

Goals of the Cadre effort related to the promotion of enrollment in non-traditional occupations include the following: supporting projects, activities, career guidance and counseling, personnel and programs which promote vocational equity, or increase access and participation for females in vocational education, or meet the needs of non-traditional students; developing vocational equity competencies for staff and students; and fostering curriculum development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

CESA projects submitted to the Wisconsin Department of Public Instruction will be judged on a competitive basis. Activities more likely to be approved will include:

1. Purchase and acquisition of resources which promote vocational equity.

2. Curriculum revision or development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

3. Programs and activities which overcome sex role stereotyping in vocational education, and provide support services for non-traditional students.

4. The development and dissemination of informational materials for young women concerning vocational and employment opportunities with a special emphasis on non-traditional, technical, high-technology, new and emerging occupations.

5. Assessments of vocational education programs for sex bias and stereotyping, the needs of young women, and the needs of males and females who desire to enter occupations not traditionally associated with their sex.

6. Implementation of model courses/activities for students which increase their interest in, and preparation for, non-traditional occupations.

7. To fund vocational education programs, services, and activities for girls and women aged 14-25 designed to enable them to be economically self-sufficient.

It is the intent of the Department of Public Instruction to fund supplemental costs and support services necessary for females to participate in existing or emerging vocational education programs. Priority will be given to those programs, services, and activities which promote non-traditional, technical, new and emerging occupations, and Tech-Prep.

I. Personnel and Curriculum Development

Programs of personnel development and curriculum development will be funded to further the goals identified in the State plan.

DPI Procedures to Ensure Compliance:

Personnel Development

1. Within the Agency

   The Department will continue to implement the State-approved affirmative action plan assuring equal training and employment opportunities for all employees and also committing to providing fair and equitable service to the public.

   Within agency training will also provide agency staff with methods and materials for serving targeted groups and special populations.

2. Training for LEA Staff Members

   LEA staff members will receive training designed to encourage service to targeted groups and special populations including individual students where appropriate. They will also receive training in developing curriculum which (1) integrates academic and vocational education, and (2) which is of sufficient size, scope and quality to improve the service to all secondary school students, and (3) which prepares all students for postsecondary education or employment.

3. Curriculum Development

   The Department of Public Instruction will develop and assist local school districts to implement contemporary curriculum which has the following characteristics:

   a. Integrates academic and vocational education;

   b. Is sequential and leads to both academic and occupational competencies;

   c. Is linked with postsecondary institutions;

   d. Reflects emerging needs of the workplace;

   e. Reflects awareness of the needs of targeted groups and special populations.

J. Populations With High Rates of Unemployment

The vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and such needs are reflected in and addressed by the State plan.

DPI Procedures to Ensure Compliance:

The three-year plan required by local eligible recipients as a part of their application is to contain specific data regarding numbers of each of the special populations and corresponding educational needs. In addition, information regarding occupational/employment projections, population projections, etc., is also required.

Further details regarding the design and content of Local Three-Year Plans are included in Appendix A, pages 8 and 18-23.

K. Cooperation With the State Council

The State Board cooperated and will continue to cooperate with the State Council for Vocational Education in carrying out the Board's duties under Part B, State Organizational and Planning Responsibilities.

DPI Procedures to Ensure Compliance:

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council or its Planning Committee in relation to the implementation of the Act beginning on October 11, 1991. Between Council or Committee meetings, contact was maintained with the Council through its Executive Director so that the Council was kept abreast of the actions the Board and the Bureau were taking to implement the provisions of the Act. This cooperative effort on the part of the Board, the Bureau for Vocational Education and the Council will be continued throughout the term of the Act.

L. Restriction Against Financial Benefit

None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

DPI Procedures to Ensure Compliance:

Local plan/application guidelines require LEA's to assure "Federal funds shall not be used to purchase any equipment or instructional aids that directly financially benefit any union or other organization representing the interests of the purchasing entity." (General Assurance #7 on page 5 of Appendix A.)

M. Secondary Comparability of Schools

Any secondary district which receives funds under this Act and also operates more than one secondary institution will use State and local funds in the federally funded school or schools to provide services which, taken as a whole, are at least comparable to services being provided in other schools in that district which are not receiving funds only if comparable services are not being provided in the VEA funded school or schools of the district.

DPI Procedures to Ensure Compliance:

The Wisconsin Department of Public Instruction will revise the Financial Management Handbook for State and Federal Grant Programs, to include auditor review of this criteria as per existing practice in Chapter I programs within Wisconsin. Page 31 of this document describes the current Chapter I requirement. This revision for federal vocational education funding is to take effect in the 1991-92 school year.

N. Guidance and Counseling

The State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs.

DPI Procedures to Ensure Compliance:

The Department will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement program in the following manner:

1. The implementation of a statewide statutory requirement (s. 121.02(1)(e), Wis. Statutes) which mandates pre-school through 12th grade counseling and guidance programming which is "developmentally based and planned and provided by licensed counselors." The developmentally based program must offer personal/social, educational, and career/vocational guidance and counseling and demonstrate age/grade level appropriate skill development activities. Each LEA is audited by department staff for compliance with school district standards on a five-year cycle.

2. The Department will implement the statutory requirement (s. 121.02(1)(j,k,l), Wis. Statutes) which requires that all Wisconsin school districts offer career education programs during the middle school years, including career and occupational information systems.

3. The Department will implement the statutory requirement (s. 121.02(1)(m), Wis. Statutes) which requires that all school districts design and implement K-12 "Education for Employment" programs suited to job preparation and school to work transitions.

4. The assignment of a full-time state level consultant to provide technical assistance in the design and implementation of school district guidance and counseling programming. The consultant will participate in the five-year review cycle of each of Wisconsin's nine graduate level counselor preparation programs to ensure career/vocational counseling pre-service requirements.

5. Department staff will continue to work with the Wisconsin School Counselor Association (WSCA) and the Wisconsin Association For Counseling and Development to ensure that career/vocational guidance and counseling staff development needs of school counselors are adequately met.

6. The Department will continue to collaborate with the Wisconsin Career Information System (WCIS) and Wisconsin SOICC to provide school counselors and school staff with state of the art computer assisted career and occupational information systems and NOICC career and vocational education competencies.

7. Department staff will continue to work with statewide regional educational service agencies (CESA) to stimulate design and implementation of career/vocational developmental guidance activities in local district programs to ensure comprehensive K-12 guidance programs as well as ongoing staff development programs.

8. The Department guidance consultant will participate in the LEA and consortium proposal review process to ensure that counseling and guidance provisions of the act are being met.

O. Guidance and Counseling Assessment and Report

The State will annually assess and report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling within the State in fiscal year 1988.

DPI Procedures to Ensure Compliance:

1. The Department will audit program expenditures relative to specific career counseling and guidance programming in accordance with the Act both for general school and special needs populations.

2. The Department counseling and guidance staff will participate in the proposal review process to ensure that LEA and consortium project goals and objectives include career/vocational counseling and guidance provisions required by the Act for general and special needs populations.

3. Department counseling and guidance staff will undertake a statewide regional staff development program to assist local guidance staff and academic/vocational program staff integrate career counseling and guidance programming into LEA and consortium projects consistent with the provisions of the Act.

P. Fiscal Control and Fund Accounting

The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, federal funds paid to the State including such funds paid by the State to eligible recipients under the Act.

DPI Procedures to Ensure Compliance:

The State of Wisconsin provides for fiscal control and fund accounting necessary to assure proper disbursement of, and accounting for, federal funds paid to the State using the accounting system prescribed by the Wisconsin Department of Administration and to eligible recipients using the Wisconsin Elementary and Secondary Accounting System (WESSAS). Accounting for funds paid by the State to eligible recipients is the responsibility of the

Department of Public Instruction's Federal Aids and Audit Section. The Financial Management Handbook is provided annually to all recipients.

Maintenance of Effort

Wisconsin elementary and secondary schools are required under Section 120.18, Wisconsin Statutes, to submit an Annual Report of their expenditures. Vocational education cost data compiled from that report will be used to verify the state's compliance with the maintenance of effort requirement contained in Section 502(a) of the Act.

XII. ASSURANCES

WBVTAE

The State Board assures that the following requirements will be carried out and provides a description of how it will ensure that the requirements are met.

A. Eligible Recipient Compliance With Requirements

Provide assurances that, and where necessary a description of the manner in which, eligible recipients will comply with the requirements of titles I and II.

WBVTAE Procedures to Ensure Compliance:

The State Board provides for compliance with the provisions of the Act, including those under Titles III and V, by funded agencies through its application process (see Appendix C) which requires the districts to describe how they are meeting the requirements of the Act for the funds they are applying for. In addition, the Board's evaluation procedures are designed to check for the compliance of funded agencies with the provisions of the Act, and the data collection system provides information which is used in assessing compliance.

B. Goals and Accountability for Special Populations

The State Board will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations.

WBVTAE Procedures to Ensure Compliance:

The State Board goals and accountability measures for members of special populations will be developed within the system of core standards and measures of performance required by Section 115 of the Act. Also, funded agencies are required to provide the programs, services and activities necessary to meet the requirements of Section 118 of the Act, Criteria for Services and Activities for Individuals Who Are Members of Special Populations.

C. Monitoring

The State Board will conduct adequate monitoring of programs conducted by eligible recipients to ensure that programs within the State are meeting the goals established for members of special populations.

WBVTAE Procedures to Ensure Compliance:

Each funded VEA activity is assigned to a State Board contact person who is responsible for monitoring the activity. Each recipient of funds is required to submit a written mid-year report on each funded activity to the appropriate contact persons by January 24 of the program year using the Project Monitoring Report form. A brief written report documenting progress toward fulfilling the application objectives is required to be submitted as part of this mid-year report.

D. Private Secondary School Special Populations

This requirement does not apply to the postsecondary/adult level.

E. Compliance With Basic Grant Funds Allocations

WBVTAE Procedures to Ensure Compliance:

Funds available to the State Board for expenditure under Title II, Basic State Grants for Vocational Education, will be allocated by Requests for Proposals (RFP's) for Section 221, Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; and Section 222, Sex Equity Programs. Funds available under Section 225, Programs for Criminal Offenders, will be granted directly to the Department of Corrections as provided for in this section. Funds for State Programs will be used by the Board to provide State Programs and State Leadership. The majority of funds available under the Basic Grant will be allocated to the VTAE districts on the basis of the formula described in Section 232(a): "Each such eligible institution (VTAE district) shall receive an amount that bears the same relationship to the amount of funds available under such section (Section 232) as the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirement of section 235 (for vocational education programs) offered by such institution (district) in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in such year." (Parenthetical expressions added.)

The formula funds available to the VTAE districts shown in Section XI, WBVTAE PROPOSED USE OF VEA FUNDS, are preliminary figures based on information from the second preceding year. The funds allocated to each district by the formula will be adjusted in terms of the number of recipients of the specified types of aid when such information from the current year becomes available, noting that the current year becomes the first preceding year in relation to the year in which funds can be expended.

F. Standards and Measures

The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of section 115.

WBVTAE Procedures to Ensure Compliance:

The system of standards and measures required to be developed by Section 115 of the Act provides that such system shall be implemented before the end of the two year period beginning on the date of enactment of the Act. The date of enactment was September 25, 1990, which means that the system must be implemented by September 26, 1992. Section 115 requires the appointment of a Committee of Practitioners which is to review, comment on and propose revisions to a draft proposal of standards and measures developed by the State Board. The Committee is to be composed of:

1. Representatives of local educational agencies, who shall constitute a majority of the members of the Committee;
2. School administrators;
3. Teachers;
4. Parents;
5. Members of local boards of education;
6. Representatives of institutions of higher education; and
7. Students.

The Committee was appointed by the State Board within the 30 days of enactment of the law as required by Section 115. The Committee was selected from nominees solicited from the groups and individuals listed in Section 115 who were required to be consulted. Approximately 120 individuals representing the various groups listed in Section 512 were suggested for appointment to the Committee of Practitioners. From these, the State Board selected seven individuals and the Department of Public Instruction selected seven so that each level would have persons familiar with it sitting on the Committee.

The Committee is composed of four school administrators, two teachers, two parents, two members of local boards of education, two representatives of institutions of higher education and two students. The school administrators, teachers, and members of local boards of education are also representatives of local educational agencies and constitute a majority of the membership.

The Committee was convened for the first time on March 21, 1991, and presented with an overview of its duties relative to the development of the system of core standards and measures of performance. The definitions of what a performance measure and a performance standard are were given along with an explanation of the relationship between the two. A series of examples of measures and standards were presented in terms of learning, the labor market, and equal access. The Committee is scheduled to meet quarterly though this is subject to change as it is not yet known what the development and implementation of the system of standards and measures will entail in terms of the time and effort required of the Committee members.

G. Section 221 Need and Displaced Homemakers

In the use of funds available for single parents, displaced homemakers, and single pregnant women under section 221, the State will emphasize assisting individuals with the greatest financial need, and that the State will give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

WBVTAE Procedures to Ensure Compliance:

The Request for Proposals for use of funds available to serve Single Parents, Displaced Homemakers and Single Pregnant Women requires applicants to meet the requirements of the Act pertaining to serving those persons specified in Section 221 who have the greatest financial need and also to give special consideration to serving displaced homemakers.

Out of the 3,522 individuals served in 1989-90, 56 percent had incomes under $11,001 and about 40 percent of these had incomes under $5,001. In the same year, 1,618 of the individuals served were displaced homemakers which equals 46 percent of the total number of persons served.

H. Non-Traditional Training and Services

The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

WBVTAE Procedures to Ensure Compliance:

All programs and courses offered by the VTAE districts are open to enrollment by members of either sex. In addition, five of the eight funding priorities established for the use of Sex Equity Program funds are aimed at promoting the enrollment of individuals in programs non-traditional for their sex, and their retention, completion and placement in non-traditional occupations.

I. Personnel and Curriculum Development:

Programs of personnel development and curriculum development will be funded to further the goals identified in the State plan.

WBVTAE Procedures to Ensure Compliance:

The State Board will develop curricula with funds available for Title III, Part E, Tech-Prep Education; and funds available for State Programs under Title II, Part A, will be used to provide for curriculum and personnel development.

J. Populations With High Rates of Unemployment

The vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment have been thoroughly assessed, and such needs are reflected in and addressed by the State plan.

WBVTAE Procedures to Ensure Compliance:

Those identifiable groups in the State's population that have the highest rates of unemployment are located in the central city area of Milwaukee and on the American Indian reservations which are located primarily in the northern half of the State. The needs of these groups have been identified and assessed by the Governor's Commission on Minority Participation in Vocational-Technical Education (Executive Report; "Strategies for Success;" October, 1990). In response to this report, the State Board targeted the Basic Grant formula funds to providing programs, services and activities to members of special populations; and required the VTAE districts to describe in their plan/applications the services they are providing for minorities. The intention is that the districts will use these funds to serve minorities who are also members of the special population groups identified by the Act. In this way, those districts with service areas containing those population groups with the highest rates of unemployment are encouraged to address their needs with the VEA funds available to them.

K. Cooperation With the State Council

The State Board cooperated and will continue to cooperate with the State Council for Vocational Education in carrying out the Board's duties under Part B, State Organizational and Planning Responsibilities.

WBVTAE Procedures to Ensure Compliance:

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council or its Planning Committee in relation to the implementation of the Act beginning on October 11, 1991. Between Council or Committee meetings, contact was maintained with the Council through its Executive Director so that the Council was kept abreast of the actions the Board and the Bureau were taking to implement the provisions of the Act. This cooperative effort on the part of the Board, the Bureau for Vocational Education and the Council will be continued throughout the term of the Act.

L. Restriction Against Financial Benefit

None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

WBVTAE Procedures to Ensure Compliance:

The State Board guidelines for the development of plan/applications to be submitted by agencies requesting VEA funds available from the Board are required to comply with all of the requirements set forth in the Act, the Rules and Regulations thereunto, and the guidelines themselves. In addition, the VTAE districts are subject to annual audits which cover their use of federal funds.

M. Secondary Comparability of Schools

Any secondary district which receives funds under this Act and also operates more than one secondary institution will use State and local funds in the federally funded school or schools to provide services which, taken as a whole, are at least comparable to services being provided in other schools in that district which are not receiving funds only if comparable services are not being provided in the VEA funded school or schools of the district.

This requirement does not apply to the postsecondary/adult level.

N. Guidance and Counseling

The State will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs.

WBVTAE Procedures to Ensure Compliance:

The State Board's Student Services and Financial Aid Consultant/District Affirmative Action Officer provides State leadership for guidance and counseling activities. This position is located in the Bureau of Student and Support Services.

The Board has made Guidance and Counseling for members of special populations its number one priority for the use of Basic Grant formula funds. To further the support of guidance and counseling activities, the Board is requiring the VTAE districts to expend at least as much on such activities out of their formula funds during 1991-92 as they spent in fiscal year 1988.

O. Guidance and Counseling Assessment and Report

The State will annually assess and report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling from allotments under Title II are not less than such expenditures for such guidance and counseling within the State in fiscal year 1988.

WBVTAE Procedures to Ensure Compliance:

The required assessment and report will be included in the annual accountability report.

P. Fiscal Control and Fund Accounting

The State will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, federal funds paid to the State including such funds paid by the State to eligible recipients under the Act.

WBVTAE Procedures to Ensure Compliance:

The Bureau of Budget, Finance, and Management uses a reimbursement system to disburse VEA funds to the districts; i.e., the district expends its own funds on approved activities under the Act and then the Board reimburses the districts for a percentage of their costs which may range up to 100 percent of cost depending upon the Act section under which a district submits a claim for reimbursement. VEA funds are accounted for by district, by Act section and by allowable activities.

In addition, both the State Board and the VTAE districts are subject to annual audits which cover the use of VEA funds.

XIII. DESCRIPTIONS

DPI

A. Delegation

Except with respect to the functions specifically reserved to the State Board by the Act, the State Board may delegate any of its other responsibilities involving administration, operation or supervision; in whole or in part, to one or more appropriate State agencies. Each State shall include a description of any allowable delegation of functions in its State plan, or amendments to such plan, submitted to the Secretary.

DPI Response:

The Department of Public Instruction does not delegate any of its functions under paragraph (1) of this section.

B. Public Hearings

The State Board shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State Board's or the Department of Public Instruction's responses to them shall be included in the State plan.

DPI Response:

The State Board in conjunction with the Department of Public Instruction held two public hearings on the plan for the use of federal VEA funds. No recommendations were made on the provisions of the plan at the hearings themselves and no recommendations were received either prior to or after the hearings as of Friday, April 5. See Section XIII., B., Public Hearings, WBVTAE, below, for an expanded description of the public hearings.

C. Assessment Procedures and Results

Describe the procedures and results of each of the assessments required by Section 116(a), including the needs identified through the assessments.

DPI Response:

The State of Wisconsin has a number of task force and committee studies conducted to assess the state's vocational education program quality. As a result, there are a number of self study reports and recommendations which are sources of current information and statistics.

1. At least three Wisconsin Task Forces and one University research study examined and debated the issues surrounding the need to improve the technical preparation of Wisconsin youth. The testimony they heard reflects the condition in Wisconsin: the changing nature of our economy and employment opportunities, the pervasive over-valuing of university based education, and the need to provide high quality occupational preparation for all students in our increasingly diverse communities.

2. Wisconsin curriculum documents and National Task Force and Commission Reports provide standards for judging existing programs and point the way for needed changes;

3. The Wisconsin VEDS data quantify needs of special populations; and

4. Data from the Wisconsin Occupational Information Coordinating Committee (via the Wisconsin Department of Industry, Labor and Human Relations) has been used in conducting the assessment. Current and future labor market needs were a major factor considered in assessing the current state of affairs and projecting an ideal school-to-work transition.

The recommendations from the Task Forces and conclusions which can be drawn from examining the variety of data provided an accurate assessment of the current status of vocational education in Wisconsin and the needs to be addressed in future programming efforts.

The following statements describe the outcomes to be achieved for each of the required assessment criteria.

1. Integration of academics and vocational education.

   The goal in terms of student outcomes is their preparation for life through the conscious selection of a career/occupational cluster that provides for strong academics and vocational education with a broad occupational orientation. The achievement of this goal is realized through the supportive, collaborative efforts of academic and vocational instructors at both the secondary and postsecondary levels.

2. Sequential courses of study leading to both academic and occupational competence.

   Coherent sequence of courses that provide multiple learning options for students to enter one of three phases of continued educational development: Work Prep (especially youth apprenticeship), Tech-Prep, or College Prep. The integration of academic and vocational education is an activity that should consider entire programs and intended student outcomes rather than individual courses.

3. Increased student work skill attainment and job placement.

   Provide access to an education for employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation. This basis provides opportunities for continued educational development for all students in programs that reflect the dynamic nature of business and industry needs.

4. Increased linkages between secondary and postsecondary educational institutions.

   Coordination of secondary and postsecondary programs will be part of formal agreements which result in students pursuing a course of study at the secondary level which feeds directly into a postsecondary program. All K-12 districts should formally articulate their occupational and Tech-Prep curricula with all VTAE districts. Efforts should also be made to articulate college prep curricula with 4-year colleges and universities.

5. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

   Once student career interests are identified, every effort must be made to provide students with a wide variety of training and experience in their career interest area by providing access to a program that offers alternative paths to occupational success including specific job preparation, technical preparation and/or college preparation. This basis provides opportunities for continuing educational development for all students in programs that reflect the dynamic nature of business and industry needs.

6. The ability of recipients to meet the needs of special populations with respect to vocational education.

   Provisions of the new law suggest or mandate services and activities that would accommodate learners who have special needs. These special needs students, which includes but is not limited to handicapped, disadvantaged, Limited English Proficient (LEP), and teenage single parents, should be provided opportunities in vocational education programs.

7. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.

   State curriculum planning guides provide school districts greater flexibility in providing a broad-based curriculum directed toward a more diverse student population that allows these groups to experience success. A sound foundation of educational competency will lead to increased self esteem and the development of positive attitudes toward life, family, work, and the community.

8. The relevance of programs to the workplace and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies.

Relevant and up-to-date educational competence by students and teachers that reflects current and future market needs is a must. Students should enter the workplace in the area in which they are prepared. Teachers must remain technologically current as well as be prepared for new and emerging trends, needs, and attitudes desired in the workplace.

9. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

   Given the dynamic nature of educational and workforce technology, programming efforts must be made to develop general, transferable competencies that facilitate the student's ability to utilize a wide range of technologies.

10. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

    Competencies reflecting local labor market needs will reflect the hiring needs of employers in conjunction with the educational institution. Competencies developed should reflect both academic and vocational education knowledge, attitudes and skills. Meaningful partnerships between education and business will provide the input necessary to keep training current and relevant. Providing access to education for an employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation is vital.

11. Meeting the relative academic, occupational, training, and retraining needs of secondary students.

    Identification of pupil needs and interests as well as provision of instruction which practically applies basic skills in the general and vocational curriculum are two requirements of Wisconsin's Education For Employment Standards. These are documented in each district's Education for Employment Plan which is submitted to and approve by the State Superintendent.

12. To what extent are secondary vocational education programs capable of providing students with:

    A. Strong experience in and understanding of all aspects of the industry they are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety and environmental issues; and

       Wisconsin's Education for Employment Standards requires all schools to provide access to a 9-12 vocational education program which has curriculum based on labor market information including follow-up studies of graduates, job placement, and employment needs. Evaluation of attainment of these criteria is achieved through the 20 Standards Audit completed in 20 percent of Wisconsin's LEA's annually.

B. Strong development in and use of problem solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science and social studies) in a technological setting.

In addition to the curriculum based requirements discussed in the response to 12.a., above, all Wisconsin schools must offer school supervised work experience centered on the following guidelines:

Community field experience relating to work in grades K-12;

More specific occupational training in grades 7-12; and

Paid work experience in grades 10-12.

Again, evaluation of achievement is annually conducted for 20 percent of Wisconsin LEA's via the 20 Standards Audit Process.

13. Amplify and expand the "whole person" concept of education, including leadership, personal and interpersonal skills.

    The mission of each educational institution should be to provide a dynamic educational system. This mission includes more than preparing students for future occupations; it includes preparing students for LIFE. Knowledge and skills necessary to be successful in the role of a family member and in the role of a community leader must be incorporated into the educational process at all levels.

Section VII of this plan, DPI Assessment of Needs and Results, includes a specific list of activities and outcomes under each of the above broadly defined criteria outcomes.

D. Proposed Use of Funds

DPI Response:

The proposed uses of federal funds available under the Act are set forth in Section VIII, DPI PROPOSED USE OF VEA FUNDS, and Section XI, WBVTAE/DPI TECH-PREP PROVISIONS.

E. Goals and Accountability for Serving Special Populations

Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and how such programs respond to the special needs of such students.

DPI Procedures to Ensure Compliance:

Section XIII.O. of this plan describes, by each Section 118 criteria, how the Department of Public Instruction assures compliance with the Act's requirements for individuals who are members of special populations.

F. Distribution of Funds

Describe the estimated distribution of funds to corrections educational agencies; local educational agencies, area vocational education schools or intermediate educational agencies; and eligible institutions.

DPI Response:

Eligible recipients desiring to receive assistance under the Act shall, according to requirements established by the Board or the Department, submit an application/plan covering the same period as this Plan for the use of such assistance. The Board or the Department shall determine the requirements for local applications (and amendments thereunto) except that each application shall:

1. Set forth the programs, services and activities proposed to be funded.
2. Describe the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to avoid duplication of effort.

Each local application shall be available for review and comment by interested parties including the appropriate administrative entity under the Job Training Partnership Act who is required to sign the application/plan.

The following describes the distribution of funds for the various parts of the Act:

Title II, Part B, Other State Administered Programs

1. Single Parent -- 100 percent on a competitive basis.
2. Vocational Equity -- 100 percent on a competitive basis.
3. Correctional Institutions -- 100 percent to Department of Health and Social Services which governs the correctional institutions for individuals 18 years or younger.

Title II, Part C, Secondary Vocational Education Programs

Formula Allocation:

$$\frac{\text{Number of Chapter I dollars received by an LEA in the preceding FY}}{\text{Number of Chapter I dollars received by the State in the preceding FY}} \quad X \quad \text{70\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of EEN students with IEPs served by an LEA in the preceding FY}}{\text{Number of EEN students with IEPS served by LEAs in the State in the preceding FY}} \quad X \quad \text{20\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of students enrolled in an LEA in the preceding FY}}{\text{Number of students enrolled in LEAs in the State in preceding fiscal year}} \quad X \quad \text{10\% of the DPI portion of the monies available for LEA formula distribution}$$

Title III, Special Programs

1. CBO -- 100 percent to Milwaukee Public Schools (state statute).
2. Consumer and Homemaking -- 100 percent on a competitive basis.
3. Tech-Prep -- refer to Section IX for a description of the allocation for Tech Prep RFP.

G. Criteria for the Approval of Applications

Describe the criteria that will be used in approving applications of eligible recipients.

DPI Response:

A copy of the Local Carl D. Perkins Plan/Application is included in the 1991-92 guidelines, pages 4-16 of Appendix A.

H. Basic Grant Funding Criteria

Describe the criteria that will be used for spending the amounts reserved for the State under the Basic Grant for Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Sex Equity Programs; State Programs; State Administration; and Programs for Criminal Offenders.

DPI Response:

A description of how single parent, vocational equity, and criminal offender program funds will be distributed is included in the 1991-92 guidelines, pages 35-42 of Appendix A.

Eight and one-half percent of the allotment shall be used for programs and activities described in Section 201.

Five percent of the allotment shall be used for state administration.

I. Labor Market Analysis for Funded Programs

Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis.

DPI Response:

The overriding concept for K-12 schools participating in the federal vocational education act is the attainment of the school-to-work transition through development of Tech-Prep and youth apprenticeship options within local district curriculum.

Development of such curriculum is necessarily based on various labor market demand information. Projection and trend information are required descriptions in local applications. (Details regarding the information requirements for the demand contextual factor are included in Appendix A, 1991-92 Guidelines.)

Dependent upon such local factors as labor market demands, student needs, current K-12 and VTAE curriculum capacity and private sector partnerships, local strategies are to be designed to achieve the school-to-work transition which follow federal requirements and related state initiatives.

J. Accountability Reports

Describe in each State plan submitted after the fiscal years 1991-94 plan, the progress the State has made in achieving the goals described in the preceding State plan.

DPI Procedures to Ensure Compliance:

The Department will include the required description of progress under the provisions of Perkins II in all State plans subsequent to this one, and in its annual accountability reports required by the Education Department General Administrative Regulations (EDGAR).

K. Administration

Describe the methods of administration that are necessary for the prompt and efficient administration of programs under the Act.

DPI Procedures to Ensure Compliance

Local Administration

The Department of Public Instruction requires eligible recipients to utilize the services of Local Vocational Education Coordinators (LVEC's). These individuals provide a broad range of administrative services to support the improvement of secondary vocational education programs in Wisconsin's high schools including technical assistance in program planning, development and improvement, data collection, program evaluation, business/industry partnership liaison, coordination and supervision of grants from the Carl D. Perkins Vocational and Applied Technology Education Act (VEA) and the Job Training Partnership Act (JTPA). Funding is limited to 5 percent of the formula allocation to eligible recipients under Title II, Part C.

State Administration

The Department of Public Instruction, through its Bureau for Vocational Education (BVE), is responsible for the elementary/secondary vocational education programs (see delegation certification). Administration and technical assistance is provided by staff in the BVE; this includes supervision and program consultation in vocational disciplines, program evaluation, planning, equity, business/industry partnership liaison, and Job Training Partnership Act program development, coordination and supervision. (See Section VIII, DPI PROPOSED USE OF VEA FUNDS.)

L. Performance Evaluations

Describe how the State is implementing performance evaluations with eligible recipients as prescribed by Section 117. Section 117 requires that each recipient of financial assistance under Title II, Part C, Secondary, Postsecondary, and Adult Vocational Education Programs, shall annually evaluate the effectiveness of the program conducted under this Act based on the standards and measures (or modifications thereto) developed under Section 115. As part of each evaluation, each recipient shall:

1. Review programs, with the full and informed participation of representatives of individuals who are members of special populations to:

   a. Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and

   b. Evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and

2. Evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

DPI Response:

The Department is revamping its evaluation system and methodology simultaneously with the development of the state's core standards and measures. This revised system must deal with annual performance evaluations by 100 percent of participating LEAs as well as the procedures for evaluating and implementing local program improvement plans and state and local joint plans as described in Section 117, Program Evaluation and Improvement. The "new" system will be operational by June 30, 1992.

M. Coordination With Other Programs

Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act (AEA), chapter 1 of title 1 of the Elementary and Secondary Education Act (ESEA) of 1973, and with apprenticeship programs.

DPI Response:

Over the past four years, representatives of six state agencies including DPI and WBVTAE have met as the State Collaborative Planning team to develop a joint agency position on advancing state coordination goals. Initiated in response to the Job Training Partnership Act, this group has developed a draft paper which identifies state agency actions needed to facilitate continued improvements in coordinating delivery of local education job training, employment and related support services.

Key to these recommendations is the encouragement for LEA's in Wisconsin to participate in the Local Coordination Planning organized around JTPA service delivery areas throughout the state.

The Department is concurrently exploring strategies to implement coordinated planning between agency divisions and programs including Chapter I, Education of the Handicapped Act, and a new Youth Apprenticeship initiative to be cooperatively implemented with DPI, DILHR (state apprenticeship system), WBVTAE, employers and labor.

Headed by the Deputy State Superintendent, this agency reorganization effort will hopefully be completed within the next 18 months.

N. Applicant Appeal Procedure

Describe the procedures by which an area vocational school, intermediate educational agency or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under this Act.

DPI Response:

Applicants may request a hearing to review the decision of the State Superintendent on an application for VEA funds. The request must be in writing and must be submitted to the State Superintendent within thirty (30) days after the applicant has received notice of the action. The request must identify the action for which the hearing is desired.

Within thirty (30) days of receipt of a request for hearing, the State Superintendent will notify the applicant in writing of the time and place of the hearing.

The State Superintendent or designee will conduct the hearing. The hearing will be recorded and minutes or a transcript will be made. Within ten (10) days of the hearing, the applicant will be informed in writing of the action taken on its appeal and the reasons therefore.

These procedures have been in effect since July 1, 1989.

O. Compliance With Criteria for Serving Special Populations

Describe How the State Will Comply With the Provisions of Section 118

O.1. Equal Access

DPI Procedures to Ensure Compliance:

Wisconsin prohibits pupil non-discrimination through Statute 118.13 and PI 9 of the State's Administrative Code. Pages 12-24 of the guidelines for Pupil Non-discrimination, detail requirements LEAs must comply with along with the benchmarks and evaluation/implementation activities.

Target groups identified in this law are more inclusive than the federal definition of groups made up of individuals who are members of special populations. Recruitment, enrollment and placement are all activities covered by this state law.

0.2. Special Populations Non-Discrimination

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines and the response to XIII.O.1. address special populations non-discrimination.

0.3. Least Restrictive Environment for Handicapped

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines and the response to XIII.O.1. address the least restrictive environment for handicapped.

0.4. Handicapped Students With IEP's

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines and the response to XIII.O.1. address handicapped students with IEP's.

0.5. Section 504 of the Rehabilitation Act

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines address Section 504 of the Rehabilitation Act. In addition, the Department annually conducts reviews of schools which deal with 504 issues.

0.6. Coordination of Handicapped Services

DPI Procedures to Ensure Compliance:

The Department of Public Instruction will require that special education teachers in funded schools be instructed to involve individual handicapped students' IEP. Special education teachers will also be instructed to involve their local DVR counselor in order to coordinate the development of a student's IEP where appropriate.

0.7. Monitoring of Services for the Handicapped

DPI Procedures to Ensure Compliance:

The Department will incorporate attainment of this criteria into the annual performance evaluation process required of LEAs. This will be accomplished in conjunction with the development of the system of core measures and standards to be completed by June 30, 1992.

LEAs are required to describe how they will locally monitor provision of vocational education to all individuals who are members of special populations in Part I.E.7. of their local plan/application. (See Appendix A, 1991-92 Guidelines, page 20.)

0.8. Integrated Setting for Disadvantaged and LEP

DPI Procedures to Ensure Compliance:

The Department will incorporate attainment of this criteria into the annual performance evaluation process required of LEAs. Specific objective criteria, appropriate to each group, will be developed in conjunction with the system of core measures and standards to be completed by June 30, 1992.

In addition to LEA assurance of compliance with this criteria in the local plan/application, LEAs are required to describe how they will locally monitor provision of vocational education to all individuals who are members of special populations in Part I.E.7. of their local plan/application. (See Appendix A, 1991-92 Guidelines, page 20.)

0.9. State Supervision

DPI Procedures to Ensure Compliance:

General supervision for individual member groups included in the definition of special populations is conducted through the following structure in Wisconsin:

Member Group	Supervising Entity
Individuals with Handicaps	DPI - Division for Handicapped Children and Pupil Services
Educationally and Economically Disadvantaged Individuals	DPI - Division for Handicapped Children and Pupil Services
Foster Children	Department of Health and Social Services Division of Community Services, Bureau for Children, Youth and Families
Individuals in Correctional Institutions	DHSS - Division of Youth Services
Individuals of Limited English Proficiency	DPI - Division for Handicapped Children and Pupil Services
Individuals who Participate in Programs Designed to Eliminate Sex Bias	DPI - Division for Instructional Services, Bureau for Vocational Education

Given the increasing levels of "at-risk" youth within the general student population and the divergent nature of respective educational needs, the Bureau for Vocational Education will work with designated staff within the Division for Handicapped Children and Pupil Services to achieve the systems changes needed to effectively assist students who are members of special populations to succeed in vocational education programs.

0.10. Meeting of State Standards

DPI Procedures to Ensure Compliance:

Wisconsin Educational Standards, A Blue Print for Excellence, s. 121.02(1), Wis. Statutes, and School District Standards Review 1990-91 correspondingly detail Wisconsin's 20 Education Standards, current revisions and the protocol used to ascertain LEA level of compliance.

Pupil Nondiscrimination Guidelines deals with Wisconsin's Pupil Nondiscrimination requirements.

Wisconsin Civil Rights Review for Vocational Education On-Site Investigation Manual is the protocol used to evaluate Title IX and Section 504 accessibility.

0.11. Supervision Consistent With Section 612(6) of the Education of the Handicapped Act

DPI Procedures to Ensure Compliance:

The source of supervision conducted under subparagraph (A) is identical to the source of supervision carried out under 612(6) of the Education of the Handicapped Act.

0.12. Provision of Information

DPI Procedures to Ensure Compliance:

The Department requires LEAs to assure compliance with this requirement. (See Appendix A, 1991-92 Guidelines, page 6, number 13.) A more detailed description of how LEAs can implement this strategy is included in Volume I, Proposal Overview and Guidelines, pages 50-52. Since Volume I was developed for the "old" Carl Perkins Act, this resource will be revised to specifically deal with the "new" Act prior to the next application year.

0.13. Enrollment and Transition Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Parts I.D.5. and I.D.6. of the local plan/application (page 19 of Appendix A, 1991-92 Guidelines) require LEAs to describe how local steps to provide access for students who are members of special populations and how supportive services are assured for student success.

0.14. Assessment of Special Needs

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Part I.D.4. of the local plan/application (page 19 of Appendix A, 1991-92 Guidelines) requires LEAs to describe how the needs of special populations will be assessed and what uses of funds are planned to meet needs identified. Further guidance on assessment is provided through Designated Vocational Instruction: A Cooperative Process for Change - 1991 Draft, pages 3-1 through 3-52.

0.15. Provision of Supplementary Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, parts I.D.4. and I.D.6. of the local plan/application (page 19 of Appendix A, 1991-92 Guidelines) require LEAs to identify needs, plan uses of funds for those needs and describe how they assure supportive services necessary for student success will be provided.

Programmatic resources available to assist LEAs achieve this criteria are described in Volume I, Proposal Overview and Guidelines, page 54 and DVI Handbook, 1991 Draft, Transition Section: pages 6-1 through 6-71).

0.16. Guidance and Counseling

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Part I.H. of the local plan/application (page 21 of Appendix A, 1991-92 Guidelines) requires LEAs to describe how counseling services encourage student pursuit of effective education. School Counseling Programs: A Resource and Planning Guide, describes the components, structure and alternative delivery strategies for local districts implementing the Wisconsin Developmental Guidance Model.

0.17. Transition to Work and Career Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, part I.C. (Labor Market Needs) and parts I.E.3. and I.E.4. of the local plan require LEAs to describe labor market trends/factors affecting vocational education programs and to further describe how programs offered provide a coherent sequence of courses leading to a job skill and academic/occupational competence (pages 18 and 20 of Appendix A, 1991-92 Guidelines).

Chapter 6 of DVI Handbook: 1991 Draft and page 56 of Volume I Proposal Overview and Guidelines provide LEAs with additional resources to plan for and meet this criteria.

0.18. Participatory Planning

The Department shall:

1. **Establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests; and**

2. **Provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.**

The Department of Public Instruction and Wisconsin Board of Vocational, Technical, and Adult Education jointly developed the state level Committee of Practitioners, Assessment Committee, and Wisconsin Council on Vocational Education. Representatives of parents, students, teachers, administrators, general citizens, labor, business/industry and members of special populations are included in these rosters. These three groups review and make recommendations regarding state and local implementation of the Carl Perkins Act.

On the local level, LEAs are required to describe the methods they use to involve parents, students and local Private Industry Councils established through the Job Training Partnership Act in the operation of local vocational education programs. (See Appendix A, 1991-92 Guidelines, page 21.)

Information regarding the appeals procedure will be published and disseminated statewide through the Department of Public Instruction's newspaper, Education Forward. In addition, this information will be shared through annual Application Assistance Workshops normally conducted in January.

DESCRIPTIONS

WBVTAE

A. Delegation

Except with respect to the functions specifically reserved to the State Board by the Act, the State Board may delegate any of its other responsibilities involving administration, operation or supervision; in whole or in part, to one or more appropriate State agencies. Each State shall include a description of any allowable delegation of functions in its State plan, or amendments to such plan, submitted to the Secretary.

WBVTAE Response:

The WBVTAE delegates all allowable functions concerning the administration, operation and supervision of the federal vocational education act program for the elementary/secondary level to the Wisconsin Department of Public Instruction. See Section XIV., D., Delegation, below, for an expanded description of this delegation.

B. Public Hearings

The State Board shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State Board's or the Department of Public Instruction's responses to them shall be included in the State plan.

WBVTAE Response:

The State Board in conjunction with the Department of Public Instruction held two public hearings on the plan for the use of federal VEA funds. No recommendations were made on the provisions of the plan at the hearings themselves and no recommendations were received either prior to or after the hearings as of Friday, April 5. See Section XIV., G., Public Hearings, below, for an expanded description of the public hearings.

C. Assessment Procedures and Results

Describe the procedures and results of each of the assessments required by Section 116(a), including the needs identified through the assessments.

WBVTAE Response:

See Section X., WBVTAE ASSESSMENT OF NEEDS AND RESULTS, above.

D. Proposed Use of Funds

WBVTAE Response:

See Section XI., WBVTAE PROPOSED USE OF FUNDS, above.

E. Goals and Accountability for Serving Special Populations

Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and how such programs respond to the special needs of such students.

WBVTAE Procedures to Ensure Compliance:

The State Board provides for compliance with the criteria for serving members of special populations through its application process (see Appendix C) which requires each VTAE district to identify the current level of services it provides for members of each of the special populations and for members of minority groups. The guidelines require that the districts identify those areas where they are not fully meeting the needs of members of special populations and requires them to use VEA formula funds to increase or improve services in those areas before they may use such funds for programs, services and activities for all students.

As Perkins II differs from Perkins I in their definitions of special populations and in their allowable activities, a description of the responsiveness of VEA supported programs, services and activities to the special needs of such students will be provided in the annual accountability reports developed under Perkins II.

See also Section XIII, WBVTAE Section O, below, which describes how the State will comply with the provisions of Section 118 of the Act, Criteria for Services and Activities for Individuals Who Are Members of Special Populations.

F. Distribution of Funds

Describe the estimated distribution of funds to corrections educational agencies; local educational agencies, area vocational education schools or intermediate educational agencies; and eligible institutions.

WBVTAE Response:

See Sections V., FUNDING PROVISIONS; and XI., WBVTAE PROPOSED USE OF VEA FUNDS, above.

G. Criteria for the Approval of Applications

Describe the criteria that will be used in approving applications of eligible recipients.

WBVTAE Response:

See the State Board's Guidelines, Section III, Application Review, and Review Criteria for RFP Applications in Appendix C.

H. Basic Grant Funding Criteria

Describe the criteria that will be used for spending the amounts reserved for the State under the Basic Grant for Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Sex Equity Programs; State Programs; State Administration; and Programs for Criminal Offenders.

WBVTAE Response:

See Section XI., WBVTAE PROPOSED USE OF VEA FUNDS, above. This part of the plan describes the State Board's funding priorities under the Basic Grant and the specific criteria that applicants must meet in applying for and using the funds available to the Board to meet these priorities. (See also the State Board's Guidelines, Section III, the part titled "Guidelines and Specifications for Preparing Applications," in Appendix C for a description of the general criteria that must be met in any application requesting VEA funds.

I. Labor Market Analysis for Funded Programs

Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis.

WBVTAE Response:

The State Board does not propose to expend VEA funds for occupational specific training at the postsecondary/adult level. The Board is targeting the VEA funds available to it to provide services to members of special populations.

As a matter of course, however, the Board and the VTAE districts have established procedures that ensure that vocational-technical programs are training individuals for occupations that have current job openings and are projected to be in existence for some time. (See Section X, WBVTAE ASSESSMENT OF NEEDS AND RESULTS, above, for a complete description of the manner in which the VTAE system determines labor market needs and occupational opportunities.)

J. Accountability Reports

Describe in each State plan submitted after the fiscal years 1991-94 plan, the progress the State has made in achieving the goals described in the preceding State plan.

WBVTAE Response:

The State Board will include the required description of progress under the provisions of Perkins II in all State plans subsequent to this one, and in its annual accountability reports required by the Education Department General Administrative Regulations (EDGAR).

K. Administration

Describe the methods of administration that are necessary for the prompt and efficient administration of programs under the Act.

WBVTAE Response:

The Board of Vocational, Technical and Adult Education is the sole State agency required by P.L. 101-392 to be responsible for the administration or the supervision of the State vocational education program under the Act. The Board retains responsibility for the administration under the Act of the postsecondary/adult program and delegates administrative responsibility for the elementary/secondary program to the Department of Public Instruction except for those functions expressly reserved to the Board by the Act.

The Board of Vocational, Technical and Adult Education is headed by a State Director and Executive Officer who is appointed by and serves at the pleasure of the Board. The Board itself is composed of twelve members. Nine members are appointed by the Governor: one appointee represents employees; one, employers; one farmers; and the other six are at large appointees. The three non-appointed ex-officio members are the Secretary of the Department of Industry, Labor and Human Relations; the President of the University of Wisconsin System Board of Regents; and the State Superintendent of the Department of Public Instruction.

The mission of the Vocational, Technical and Adult Education System and of the Board is set forth in s. 38.001, Wisconsin Statutes:

"(1) The legislature finds it in the public interest to provide a system of vocational, technical and occupational skills training necessary for full participation in the work force; which stresses job training and retraining; which recognizes the rapidly changing educational needs of residents to keep current with the demands of the work place and through its course offerings and programs facilitates educational options for residents; which fosters economic development; which provides education through associate degree programs and other programs below the baccalaureate level; which functions cooperatively with other educational institutions and other governmental bodies; and which provides services to all members of the public.

(1m) The Board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level.

(2) The principal purposes of the vocational, technical and adult education system are to:

(a) Provide occupational education and training and re-training programs, including the training of apprentices, ... Such programs include general education courses to facilitate student achievement in occupational skills training. ... .

(b) Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities."

Additional purposes of the VTAE system as prescribed by the Statute are to provide secondary school students with educational opportunities through contracts with secondary schools, coordinate and cooperate with secondary schools to facilitate the transition of students into the VTAE system, provide community services activities, provide education in basic skills, and provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged to participate in the work force and the full range of vocational, technical and adult education programs and activities.

Administratively, the Board functions through two divisions:

Program Development and Operations: This Division has responsibility for vocational, technical and adult education program development, approval and evaluation. The process includes defining long-range obligations in occupational training and retraining, with an emphasis on responding to the economic development needs of the state. Additionally, it coordinates and develops specialized services including placement, teacher certification, professional development, financial aids, and guidance and counseling, and VTAE district affirmative action.

Finance, Planning and Policy Studies: This Division develops and coordinates budgeting, planning and policy analysis. It is responsible for facilities development, research, labor market information, audit, review of district budgets and policies, and State office affirmative action. In addition, it provides administrative services including accounting, data processing, purchasing, personnel, word processing, and general office services.

L. Performance Evaluations

Describe how the State is implementing performance evaluations with eligible recipients as prescribed by Section 117. Section 117 requires that each recipient of financial assistance under Title II, Part C, Secondary, Postsecondary, and Adult Vocational Education Programs, shall annually evaluate the effectiveness of the program conducted under this Act based on the standards and measures (or modifications thereto) developed under Section 115. As part of each evaluation, each recipient shall:

1. **Review programs, with the full and informed participation of representatives of individuals who are members of special populations to:**
   a. **Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and**
   b. **Evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and**
2. **Evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.**

WBVTAE Response:

The system of standards and measures required to be developed by Section 115 of the Act provides that such a system be implemented before the end of the two year period beginning on the date of enactment of the Act. The date of enactment was September 25, 1990, which means that the system must be implemented by September 26, 1992. When the system of standards and measures is complete, it will be incorporated into the Projects Evaluation Section of the Board's Vocational, Technical and Adult Education Evaluation Resource Manual. Until that time, the evaluations will be carried out under the current requirements of the Manual and of the guidelines for fund applications (see the State Board's guidelines in the Appendices, pages 98-101).

The State Board's evaluation procedures are designed to evaluate programs and projects against their stated goals, and to identify what occurred when goals are not met. These procedures cover the services and activities designed to ensure the equal access to and completion of programs for members of special populations. The services and activities available for members of special populations is described in section 0.1 through 0.18, below.

The evaluation of how well postsecondary vocational-technical programs provide students with strong experience in and understanding of all aspects of the industry the students are preparing to enter is described under Section X, WBVTAE ASSESSMENT OF NEEDS AND RESULTS, Part 12.A. The evaluation of programs is primarily a function of the State and district evaluation procedures, the former employs the three stage process described previously.

M. Coordination With Other Programs

Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act (AEA), chapter 1 of title 1 of the Elementary and Secondary Education Act (ESEA) of 1973, and with apprenticeship programs.

WBVTAE Response:

Coordination With the JTPA

The State Director or designee, as a member of the State Jobs Council (SJC), participates in the formulation of the Council's mission, goals and objectives and participated in the development of policy, goals and objectives which were recommended to and adopted by the Governor as Wisconsin Employment and Training Policy for the period July 1, 1990 through June 30, 1992.

While there are differences in the emphasis in the missions, roles and populations served between the VTAE system and the State Jobs Council, the mission statement of the SJC serves as the basis for cooperation in the conduct of programs supported under the VEA at the postsecondary/adult level:

"The rapidly changing nature of work, the changing demography of the labor force, and the need to retain existing businesses and attract and create new business demand a sustained and systematic commitment to the preparation and retraining of Wisconsin's work force as an essential element of the state's human resource and economic policy.

The State of Wisconsin's mission in employment and training is to close the gap between the skill needs of employers and the skill attainment of workers and to ensure the most effective use of resources for training, retraining, educating and employing individuals through the strengthening of partnerships, the promotion of equal access to training and employment opportunities, the fostering of excellence in the delivery of employment and training services, and the promotion of self sufficiency among disadvantaged persons in Wisconsin."

For its part, the Board developed and adopted a statement of principles governing VTAE participation in employment and training programs in line with the preceding mission statement of the Governor's Employment and Training Policy:

"The VTAE System is the state's primary deliverer of occupational training and vocational preparation, assisting individuals in becoming and remaining productive members of the state's work force. The System can best serve those in the employment and training system by adhering to the following guidelines.

- Providing all participants in employment and training programs with client-centered systems for the delivery of services shall be a priority of the WBVTAE. The WBVTAE will work with the Wisconsin Jobs Council, the State Collaborative Planning Team, and with representatives of other agencies to provide a unified delivery of service for clients of the state's employment and training programs.

- State and district VTAE staff shall establish working relationships with entities in the employment and training system responsible for the administration of public funds for occupational and basic skills training. These relationships are intended to ensure that the VTAE System receives initial consideration for the delivery of training services to adult employment and training system clientele.

- Job training and related activities undertaken by the VTAE System shall maximize opportunities for individuals to participate in the state's labor force as productive citizens.

- Targeted employment and training projects undertaken by a VTAE district shall be reflective of the needs of citizens and employers in the district.

- Planning for all targeted employment and training programs in the districts shall occur in the context of the local coordination plans developed as part of the Wisconsin Jobs Council's "Recommendations for Improving Coordination," with funding priority going to those projects which demonstrate a high level of collaborative, interagency planning for the provision of services.

- The unique role of the VTAE System in the state's broader employment and training efforts lies in the continuum of training and educational opportunities the technical colleges afford to all citizens. While recognizing that immediate employment or re-employment is appropriate for some participants of employment and training programs, in most instances programs supported by the WBVTAE shall maintain their focus on longer term strategies of assistance for moving individuals from dependency to lives as fully productive members of the state's labor force."

WBVTAE staff sit on the state level Collaborative Planning Team along with representatives from the Wisconsin Jobs Council, Department of Industry, Labor and Human Relations; Department of Health and Social Services, Department of Public Instruction, Department of Corrections, and Department of Development. Staff is provided by the Division of Training Policy, DILHR, which also provides staff to the Wisconsin Jobs Council.

The procedures for implementing the "WJC Recommendations for Improving Coordination" have been integrated into the application procedures for all funds administered by the State Board:

"Projects must demonstrate local coordinated planning with other employment and training-related activities such as Social Services, Job Service, Private

Industry Councils, public school, community based organizations, vocational rehabilitation programs, economic development programs, Chambers of Commerce, Community Corrections, and other private sector members of boards, councils or advisory committees. The area-wide coordination plan developed within the guidelines adopted by the Wisconsin Jobs Council is to be described. The process used to develop the plan, the involvement of VTAE district staff and local agencies in the process, and the outcomes that may occur due to coordinated planning are to be detailed."

In addition, each local plan/application or application for VEA funds or Board administered JTPA 8% funds is required to contain a description of activities undertaken by the applicant to coordinate its proposed activities with relevant programs operated by local Service Delivery Areas.

As required by Section 111, State Administration, of the Act; the Board will make available to each private industry council a listing of all programs assisted under the VEA.

Coordination With the AEA

As the administering agency in the State for the Adult Education Act, the Board coordinates the use of funds available under the AEA with all other funds administered by the Board. It is the intent of the Board that funds available under the AEA will be used to provide basic skills to those persons in need of such education while the VEA funds will be used to provide remedial instruction to persons who have mastered the basic academic skills, are enrolled in vocational-technical programs and find themselves in need of educational assistance in order to succeed in one or more of their courses.

The Board, by policy, has had each of the 16 VTAE districts establish AEA advisory committees. These committees implement the participatory planning requirement for the Adult Education Act. The committee representatives are selected from recommendations made by VTAE and State personnel, representatives of associations, target populations and public and private agencies. The committees have, on a statewide basis, representatives from business and industry, labor unions, public and private agencies and institutions, churches, fraternal and voluntary organizations, and community agencies.

The committee members have the opportunity to review and make recommendations on district proposals and a draft of the AEA State plan. The committees meet at least once a year and the members may comment on district intentions and how these are related to the AEA State plan goals and objectives as well as on how the State goals and objectives are being carried out. The committees make recommendations for future activities. The Board and district personnel also work with committee members to involve them in district program development and other activities such as instructor inservices.

Coordination With the Handicapped Act

State level coordination is provided for through multi-agency committees such as the Department of Health and Social Services Employment Task Force, the

VTAE/Vocational Rehabilitation Review Committee and the Partnership in Business and Education Advisory Committee for helping handicapped students gain services under the Job Training Partnership Act.

At the local level, handicapped specialists provide coordination with other agencies and organizations. Handicapped individuals participating in postsecondary vocational education programs will be referred to the Division of Vocational Rehabilitation for Individual Rehabilitation Plans as appropriate (See Section XIII, Descriptions--WBVTAE, Parts 0.1-.18).

Coordination With the Rehabilitation Act of 1973

The State Board administers the Adult Education Act in Wisconsin. Currently, two consultants, one responsible for programs and program coordination and the other for demonstration projects and staff development, are assigned to administer the Act. In the coming year, the administration of the Adult Education Act will be assigned to a Basic Skills Education Team which will be responsible for Adult Basic Education under the AEA and the VTAE system's Adult High School and English as a Second Language instruction and the state funded Basic Skills and Adult Literacy activities. Preliminary staffing plans have four persons on the team.

Vocational-technical education for basic skills learners is designed to encourage students to enter postsecondary programs in two ways. First, as students attain sufficient mastery of the basic skills, they are encouraged to enroll in an approved vocational-technical education program. Secondly, vocational-technical education instructors are used as resource persons within the basic skills programs by providing orientation to specific occupations. The development of career goals by basic education students and their subsequent pursuit of the vocational-technical education to reach these goals is a continuing objective of the Adult Basic Education staff and will be of the new Basic Skills Team.

Coordination With Apprenticeship Programs

The Apprenticeship and Training Division of the Department of Industry, Labor and Human Relations has the responsibility for Wisconsin's apprenticeship training program. The VTAE system is responsible, by State statute, for providing the related instruction for apprentices. The Board's apprenticeship consultant provides for coordination among DILHR, the VTAE districts and the circuit instructors. Both DILHR and the VTAE system maintain apprenticeship advisory committees with overlapping membership which assist the agency and the VTAE system in carrying out their respective duties.

N. Applicant Appeal Procedure

Describe the procedures by which an area vocational school, intermediate educational agency or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under this Act.

WBVTAE Response:

An applicant shall be provided with an opportunity for a hearing on any VEA application disapproved by the State Board itself or the State Board agency. The applicant shall request the hearing within thirty (30) days of being notified in writing of the action of the Board or Board agency. The applicant's request shall be in writing and must identify the decision being appealed and the reasons, in brief, for the appeal.

Within thirty (30) days after receipt of a request for a hearing, the Board agency shall hold a hearing on the record and shall review its action. The applicant shall be notified in writing of the time and place of the hearing in sufficient time to allow for representatives of the applicant to attend.

The State director or designee shall conduct the hearing. The hearing shall be recorded and minutes or a transcript made. No later than ten (10) days after the hearing, the Board agency shall issue its written ruling, including findings of fact and reasons for the ruling. The applicant shall be sent a copy of the ruling and the reasons therefore.

O. Compliance With Criteria for Serving Special Populations

O.1. Equal Access

Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

WBVTAE Procedures to Ensure Compliance:

The VTAE Educational Services Policies and Procedures Manual requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation such as Wis. Statutes 38.23 or Title IX of the 1972 Education Amendments. These policies are included in district catalogs and student handbooks and are to be disseminated throughout the respective districts. The VTAE districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

The application guidelines for agencies applying for VEA funds requires each agency to describe what services it currently offers which ensures equal access to the full range of vocational-technical programs, services and activities offered by the applicant. Activities that are supported with VEA funds are monitored by State and local staff while the State and local affirmative action offices provide overall supervision of the VTAE districts' recruitment, admissions and placement activities in line with their affirmative action plans.

0.2. Special Populations Non-Discrimination

Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

WBVTAE Procedures to Ensure Compliance:

This criteria for services and activities for individuals who are members of special populations rewords the criteria given in Item 0.1, above. The State Board procedures which ensure compliance are:

The VTAE Educational Services Policies and Procedures Manual requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation such as Wis. Statutes 38.23 or Title IX of the 1972 Education Amendments. These policies are included in district catalogs and student handbooks and are to be disseminated throughout the respective districts. The VTAE districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

The application guidelines for agencies applying for VEA funds requires each agency to describe what services it currently offers which ensures equal access to the full range of vocational-technical programs, services and activities offered by the applicant. Activities that are supported with VEA funds are monitored by State and local staff while the State and local affirmative action offices provide overall supervision of the VTAE districts' recruitment, admissions and placement activities in line with their affirmative action plans.

0.3. Least Restrictive Environment for the Handicapped

Vocational education programs and activities for individuals with handicaps will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education program developed under section 614(a)(5) of such Act.

WBVTAE Procedures to Ensure Compliance:

This criteria does not apply to the postsecondary/adult level. However, Individualized Education Programs (IEP's) are followed by the VTAE districts for students in high schools who are taking courses at the districts or are in transition from high schools to VTAE districts according to their IEP's.

0.4. Handicapped Students With IEP'S

Students with handicaps who have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under sections 612, 614, and 615 of such Act.

WBVTAE Procedures to Ensure Compliance:

This criteria does not apply to the postsecondary/adult level. However, Individualized Education Programs (IEP's) are followed by the VTAE districts for students in high schools who are taking courses at the districts or are in transition from high schools to VTAE districts according to their IEP's.

0.5. Section 504 of the Rehabilitation Act

Students with handicaps who do not have individualized education programs developed under section 614(a)(5) of the Education of the Handicapped Act or who are not eligible to have such program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under section 504 of the Rehabilitation Act of 1973 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of supplementary services as described in section 0.15., below.

WBVTAE Procedures to Ensure Compliance:

District and state staff work with DVR personnel to ensure compliance with Section 504 of the Rehabilitation Act of 1973. The extent of cooperation and coordination at the local level is required to be described in applications for VEA and other State administered funds submitted by the VTAE districts.

The State Board has made the provision of supplementary services to members of special populations its number one priority for the use of Basic Grant formula funds; the first priority being the provision of guidance and counseling services to the members of such populations.

The monitoring and evaluation procedures for assessing the quality of district services provided to members of special populations is described in Item 0.1, above.

0.6. Coordination of Handicapped Services

Vocational education planning for individuals with handicaps will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies.

WBVTAE Procedures to Ensure Compliance:

Under the guidelines for the development of applications for VEA funds, each district is required to assign an individual to be responsible for the coordination of all services and activities available to members of special populations. District personnel providing services to persons with handicaps coordinate the provision of such services with staff of the local Department of Vocational Rehabilitation offices. Coordination is also maintained with secondary school districts and organizations and groups representing the handicapped. The VTAE districts are required to maintain advisory committees for the special populations which include representatives of such populations.

At the State level, coordination is maintained with the Department of Vocational Rehabilitation and with the Department of Public Instruction.

0.7. Monitoring of Services for the Handicapped

The provision of vocational education to each student with handicaps will be monitored to determine if such education is consistent with the individualized education program developed for such students under section 614(a)(5) of the Education of the Handicapped Act, in any case in which such a program exists.

WBVTAE Procedures to Ensure Compliance:

Services and activities supported with State Board administered funds are monitored through on-site and desk audits. Mid-year and annual reports on funded activities are required from the districts, the mid-year report describing the progress a district has made in meeting the goals of its approved applications. The VTAE districts are required to describe in their applications for VEA funds how they will monitor services and activities offered members of special populations. The local advisory committees for special populations are also involved in the monitoring of such services and activities.

0.8. Integrated Setting for Disadvantaged and LEP

The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.

WBVTAE Procedures to Ensure Compliance:

The monitoring procedures described in Item 0.7. above, in relation to the handicapped, are also in place for services for members of the other special populations.

The services and activities provided by the VTAE districts are designed to mainstream members of special populations into regular programs to the extent possible and to provide them with the assistance to succeed in such programs.

Special placement services are available for members of special populations to assist them in finding employment related to their program of study.

In addition to direct monitoring and supervision of services and activities for members of special populations, the State Board's evaluation procedures provide for the review of services available to members of special populations.

State Board policy requires that programs of affirmative action shall be continued. The State Board coordinates, assists, and evaluates the progress of equal education/employment opportunity and affirmative action programs and makes recommendations as necessary to ensure district compliance with State and Federal laws.

0.9. State Supervision

The requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the State Board who are responsible for students who are members of special populations.

WBVTAE Procedures for Ensuring Compliance:

Four State Board staff on a full or part-time basis form the team members responsible for providing State leadership and supervision of services and activities provided for members of special populations by the VTAE districts.

A fifth member and head of the team is the Director of the Bureau of Student and Support Services.

0.10. Meeting of State Standards

Programs, services and activities under this Act relating to individuals who are members of special populations will meet the education standards of the State Board.

WBVTAE Procedures for Ensuring Compliance:

The standards of the State Board that apply to regular programs, services and activities also apply to those designed to serve members of special populations. Such programs, services and activities are evaluated through the State and district evaluation processes referred to above.

0.11. Supervision Consistent With Section 612(6) of the Education of the Handicapped Act

With respect to students with handicaps, the supervision carried out under 0.9, above, shall be carried out consistent with and in conjunction with supervision by the State Board carried out under section 612(6) of the Education of the Handicapped Act.

WBVTAE Procedures for Ensuring Compliance:

With respect to students with handicaps, the supervision carried out under 0.9, above is carried out according to the provisions of Section 612(6) of the Education of the Handicapped Act at the postsecondary/adult level to the extent that the VTAE districts provide services to students who fall within the scope of that Act (see the response to Item 0.4, above).

0.12 Provision of Information

1. Each secondary district shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning:

- **a. The opportunities available in vocational education;**
- **b. The requirements for eligibility for enrollment in such vocational education programs;**
- **c. Specific courses that are available;**
- **d. Special services that are available;**
- **e. Employment opportunities; and**
- **f. Placement.**

WBVTAE Procedures for Ensuring Compliance:

This criteria does not apply to the postsecondary/adult level.

2. Each VTAE district that receives assistance under the Basic Grant shall provide the information described above to each individual who requests information concerning or seeks admission to vocational education programs offered by the district, and, when appropriate, assist in the preparation of applications relating to such admission.

The VTAE districts, in their applications for VEA funds, are required to describe their recruitment procedures. The VTAE Educational Services Policies & Procedures Manual requires the VTAE districts to clearly and objectively state their admission requirements in school literature and to make them available to the public. The districts are also to disseminate information on their educational offerings and services. In addition, the guidelines for applications for VEA funds require the districts to make such information available to anyone who requests it and to describe how they will assist students in enrolling in vocational-technical programs.

3. This information shall, to the extent practicable, be in a language and form that the parents and students understand.

WBVTAE Procedures for Ensuring Compliance:

The districts are required to achieve a level of clarity that parents and students can understand in both form and language.

0.13. Enrollment and Transitional Services

Each eligible recipient that receives assistance under the Basic Grant shall assist students who are members of special populations to enter vocational education programs, and, with respect to students with handicaps, assist in fulfilling the transitional service requirements of section 626 of the Education of the Handicapped Act.

WBVTAE Procedures for Ensuring Compliance:

VTAE staff who work with members of special populations attend secondary multi-disciplinary meetings which deal with students who are members of special populations. In addition, the procedures described in the preceding sections describe how students who are members of special populations are being and will be assisted to enroll in vocational-technical education programs at the postsecondary level.

Any district applying for VEA funds to serve persons with handicaps is required to propose at least one activity designed to assist students with handicaps in making the transition from secondary to postsecondary programs.

0.14. Assessment of Special Needs

Each eligible recipient that receives assistance under the Basic Grant shall assess the special needs of students participating in programs receiving assistance under the Basic Grant with respect to their successful completion of their vocational education programs in the most integrated settings possible.

WBVTAE Procedures for Ensuring Compliance:

Each applicant for VEA funds must describe in its application how it is providing for the assessment of persons with special needs in terms of their potential to succeed in vocational-technical programs with special assistance as necessary. As noted above, these services are designed to assist the student to participate in vocational-technical education in the least restrictive setting possible. In any given year, the VTAE districts operate several separate programs that are designed to serve persons with severe handicapping conditions and class-size projects funded by the Job Training Partnership Act (JTPA). In 1989-90, a total of 326 persons were served in JTPA class-size projects.

0.15. Provision of Supplementary Services

Each eligible recipient that receives assistance under the Basic Grant shall provide supplementary services to students who are members of special populations, including, with respect to individuals with handicaps:

a. Curriculum modifications;
b. Equipment modifications;
c. Classroom modifications;

d. Supportive Personnel; and
e. Instructional aids and devices.

WBVTAE Procedures for Ensuring Compliance:

The provision of supplementary services to persons who are members of special populations must be addressed by all applicants for Basic Grant funds. As noted in the State Board application guidelines (Appendix C), the State Board has made the provision of supplementary services for members of special populations the number two priority for the expenditure of VEA Basic Grant formula funds.

0.16. Guidance and Counseling

Each eligible recipient that receives assistance under the Basic Grant shall provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services.

WBVTAE Procedures for Ensuring Compliance:

Each eligible recipient that applies for VEA funds must describe in its application how it will provide guidance and counseling services to members of special populations. The State Board has established the provision of guidance and counseling for members of special populations as the number one priority for the expenditure of VEA Basic Grant funds.

The VTAE Educational Policies and Procedures Manual requires the VTAE districts to provide certified counselors to perform counseling functions and to provide the resources necessary to support such functions. The manual requires the districts to provide a systematic process which will assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

0.17. Transition to Work and Career Services

Each eligible recipient that receives assistance under the Basic Grant shall provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

WBVTAE Procedures for Ensuring Compliance:

The VTAE Educational Policies and Procedures Manual requires the VTAE districts to provide certified counselors to perform counseling functions and to provide the resources necessary to support such functions. The manual requires the districts to provide a systematic process which will assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

0.18. Participatory Planning

The State Board shall:

1. **Establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests; and**

2. **Provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.**

WBVTAE Procedures to Ensure Compliance:

The guidelines for applications for VEA funds require the VTAE districts to describe how they have established an appeals procedure of the type described above and what technical assistance and procedures they will develop that will provide the specified groups the information they need to use such appeals procedures. In addition, the special populations advisory committees have representatives from some of the specified groups and the public hearings provide an avenue by which these groups may participate in the development of the VEA plan.

XIV. CERTIFICATION, HEARINGS, REVIEWS AND RESPONSES

A.
Tommy G. Thompson
Governor

James R. Klauser

Secretary

Mailing Address:
Post Office Box 7864
Madison, WI 53707-7864

State of Wisconsin
Department of Administration

101 South Webster Street . Madison, Wisconsin

April 23, 1991

Greg Wagner
Deputy Division Administrator
Division of Finance
Wisconsin Board of VTAE
310 Price Place
Madison, WI 53705

Vocational Education--Basic
Grants to States, State Application
Identifier Number WI910408-103-N84048XX

Dear Mr. Wagner:

The Department of Administration has reviewed the above noted application for federal funding assistance. At the direction of the Governor of the State of Wisconsin, and pursuant to Wisconsin Statute 16.54, the Department is approving the application for submission to the federal funding authority. The application is in compliance with applicable state laws and is consistent with related state plans, programs and policies.

The Department encourages favorable federal action on this grant application which will serve the needs of Wisconsin's citizens.

Sincerely,

James R. Klauser
Secretary

The State Application Identifier Number for this project should be submitted to the Federal funding agency with your application.

B. STATE CERTIFICATION

I certify:

1. That the Wisconsin Board of Vocational, Technical and Adult Education in this State is eligible to submit the State plan for vocational education as authorized under the Carl D. Perkins Vocational Education Act, P.L. 101-392;
2. That the Wisconsin Board of Vocational, Technical and Adult Education has authority under State law to perform the functions of the State under the program;
3. That the State legally may carry out each provision of the foregoing plan;
4. That all provisions of the foregoing plan are consistent with State law;
5. That the State Director has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing law;
6. That the State Director has authority to submit the foregoing plan;
7. That the Wisconsin Board of Vocational, Technical and Adult Education has adopted and formally approved the foregoing plan; and
8. That the foregoing plan is the basis for State operation and administration of the program.

4/7/91
Date

Dwight A. York
Dwight A. York, State Director
Wisconsin Board of Vocational
Technical and Adult Education

Wisconsin Board of Vocational, Technical and Adult Education

Dwight A. York, State Director

C. CERTIFICATION OF STATE PROCESS SUBMISSION

I certify that the State Intergovernmental Review Process established pursuant to Executive Order 12372 has been waived for plans developed under the Carl D. Perkins Vocational Education Act.

4/7/91
Date

Dwight A. York
Dwight A. York, State Director
Wisconsin Board of Vocational
Technical and Adult Education

310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707-7874
608-266-1207 608-266-1690 (FAX)

D. CERTIFICATION OF DELEGATION

The Wisconsin Board of Vocational, Technical and Adult Education, as the sole State agency authorized to administer or supervise the administration of the State vocational education program under P.L. 101-392, delegates all responsibility for the administration, operation and supervision of the State vocational education program at the elementary/secondary level to the Wisconsin Department of Public Instruction except for those responsibilities specifically reserved to the Board by Section 111(a)(1) of the Act. This delegation includes, but is not limited to, responsibility for:

1. Developing, implementing and operating policies and procedures for the allocation of federal funds to secondary school districts and other eligible recipients and agencies in accordance with the provisions of P.L. 101-392, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);
2. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 101-392;
3. Providing for the proper and efficient administration of the Act;
4. Assisting the individual responsible for administering Section 111(b) of the Act;
5. Carrying out the provisions of Section 118 relating to members of special populations;
6. Developing plan and report materials in accordance with Section 113 and other sections of the Act, including consultation with the Wisconsin Council on Vocational Education and the Assessment Consultants appointed under Section 116 of the Act;
7. Developing a system of core standards and measures of performance in consultation with the State Committee of Practitioners;
8. Developing policies and procedures to ensure compliance with this and related provisions of the Act.

This delegation of authority is effective upon approval of the State Plan by the State Board and by the U.S. Secretary of Education.

E.

Certification Regarding
Debarment, Suspension, and Other Responsibility Matters
Primary Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CRF Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988 Federal Register (pages 19160-19211). Copies of the regulations may be obtained by contacting the U.S. Department of Education, Grants and Contracts Service, 400 Maryland Avenue, S.W. (Room 3633 GSA Regional Office Building No. 3), Washington, D.C. 20202, telephone 202-732-2505.

(1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency'

(b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing public (federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Dwight A. York, State Director

Name And Title Of Authorized Representative

Dwight A York

Signature

4/8/91

Date

ED Form GCS-008-6/88

F. FY 92

Certification Regarding Drug-Free Workplace Requirements States and State Agencies

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the May 25, 1990 Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. Section 85.630(c) of the regulations provide that a grantee that is a State may elect to make one certification in each Federal fiscal year. The certificate set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Sections 85.615 and 85.620).

A. The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about–

(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will–

(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted–

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place P.O. Box 7874
Madison, WI 53707

Check ☐ if there are workplaces on file that are not identified here.

Organization Name
Wisconsin Board of Vocational, Technical and Adult Education

Name and Title of Authorized Representative
Dwight A. York, State Director

Signature Dwight A. York Date 6-5-91

States electing to exclude certain State agencies from the statewide certification append to this form a list of the agencies not covered by the terms of this certification.

ED 80-0012 5/90 (Replaces ED 80-0006 which is obsolete)

G.

Certification Regarding Lobbying For Grants and Cooperative Agreements

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Submission of this certification is required by Section 1352, Title 31 of the U.S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, 'Disclosure Form to Report Lobbying,' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements; and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the State Board relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Wisconsin Board of Vocational, Technical and Adult Education	P.L. 101-392, Carl D. Perkins VEA
Organization Name	Number or Project Name

Dwight A. York, State Director

Name and Title of Authorized Representative

	4/2/91
Signature	Date

H. PUBLIC HEARINGS

The Wisconsin Board of Vocational, Technical and Adult Education held two public hearings to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan developed under the Act.

Notice of the public hearings was published in the Milwaukee Sentinel, the State newspaper of record, ten days before the hearings in accordance with State law. In addition, over 1,100 invitations were mailed to agencies, organizations and individuals; including women's and minority groups, which have an interest in vocational education. Copies of the proposed plan were available for review ten days prior to the hearings at the sixteen VTAE districts and twelve secondary Cooperative Educational Service Agencies (CESA's) headquarters which are located throughout the state, as well as at the State Board and the Department of Public Instruction. All written comments submitted to the Board as of Friday, April 5, in lieu of attendance at a hearing were accepted by the Board.

The hearings were held on March 12, 1991, at 10:30 a.m. at the Western Wisconsin Technical Institute in LaCrosse and the Moraine Park Technical Institute in Fond du Lac.

The individuals who attended the hearings made no recommendations on the provisions of the plan. Questions were asked and answered at the hearings in relation to the provisions of the Act and on how to apply for funds available under the Act.

I. WISCONSIN COUNCIL ON VOCATIONAL EDUCATION

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council or its Planning Committee in relation to the development of the State plan beginning on October 11, 1991. Between Council or Committee meetings, contact was maintained with the Council through its Executive Director so that the Council was kept abreast of the actions the Board and the Bureau were taking to implement the provisions of the Act.

The comments made by the Council in relation to the VEA State plan are presented below, along with the responses of the Board and the Department of Public Instruction to the Council's recommendations.

The Wisconsin Council on Vocational Education commends the State Board and the Department of Public Instruction for:

1. **The meeting of constrictive timelines in the development of the Plan under the newly reauthorized Act with only draft regulations as a guide** (Note: The reference to draft regulations refers

to the draft guidelines for plan development issued by the U.S. Department of Education.); and

2. **The effort to begin changing the format of the Plan to enhance utilization and facilitate analyses** (Note: The change in format refers to the separation of WBVTAE and DPI parts of the plan as previously requested by the Council.); **and**

3. **The cooperative efforts of the State Board and the Department of Public Instruction agency representatives to include active Council participation from the beginning of the planning process in the development of the Plan under the Act.**

RECOMMENDATION I

The Wisconsin Council on Vocational Education recommends that the State Board of VTAE and the Department of Public Instruction provide an executive summary for each agency's portion of the Plan.

Response

The two agencies concur with the recommendation. Several summaries were developed during the planning process for various purposes such as the summary prepared for the Wisconsin Jobs Council Coordination Committee according to their guidelines. A three-page general summary which would serve as an executive summary was developed by Board staff, but did not contain any specific funding information. However, none of these suited the Council's intention as its rationale for the recommendation included the following comment:

"The executive summaries would be beneficial guides for the Plan which could be reviewed by advisory committee members, individuals from the private sector, recipients of programs and services provided under the Act, and others required to review the State Plan."

With this in mind the State Board and the Department of Public Instruction will provide an executive summary of future plans which will contain information on the provisions of VEA plans including both agencie's proposed uses of the funds available to the State under the Act.

RECOMMENDATION II

The Wisconsin Council on Vocational Education recommends that the State Board of VTAE and the Department of Public Instruction improve the mandated statewide public hearings on the Plan by developing and implementing a mechanism which insures a variety of citizen participation.

Response

The two agencies will continue to work on this issue. While the State Board and the Department of public Instruction sent out notices of the public hearings to 1,100 agencies and individuals, the hearings were not well attended. It is probable that the number of persons who attended the hearings is related to the report issues raised by the plan's provisions. The hearings on the preceding 1990-92 Two-Year Plan, developed under the original Perkins Act were well attended because the issue of the division of funds between the two levels of instruction had been raised. This plan lacks a dominant issue which would lead the general public, as well as particularly interested agencies and groups to make comments or recommendations at the public hearings or through written comments.

The agencies will, however, during the development of the next VEA plan, seek the Council's advice on cost-effective ways that participation at future plan hearings can be improved.

RECOMMENDATION III

The Wisconsin Council on Vocational Education recommends that the State Board of VTAE and the Department of Public Instruction structure the contents of the State Plan in a manner which will allow those charged with reviewing the Plan to effectively identify goals and objectives, methods for implementation, and the degree to which goals are met.

Response

The goals and proposed activities to meet the goals are set forth under each agency's Proposed Use of VEA Funds section of the plan. The first draft of the plan contained only these sections in addition to the preliminary assessments of program quality upon which the proposed use of funds was based, and a section showing the funds available to each agency by section of the Act. Because this plan was developed under a new set of provisions, comparison with accomplishments under the current Act was precluded.

Under the current VEA plan, the Council has received copies of each year's accountability report showing what progress the State has made in achieving the goals of the plan.

It has and continues to be the position of the State Board and the Department of Public Instruction to cooperate closely with the Council in providing it with the information its members require in order to carry out their duties under the Act. It is also the case that the plan is not the most appropriate vehicle for informing the Council about all of the activities in which it has an interest. The provisions of Perkins II under which the plan was developed requires a series of inclusions that complicate and confuse the best attempts to provide a straightforward presentation of the identified needs and the proposed uses of VEA funds to meet those needs.

The agencies have provided the Council with copies of their respective guidelines for local districts which included detailed instructions on how to apply for funds and what activities could be supported with the available funds. Both agencies' guidelines contained sections on definitions of terms.

The concluding paragraph of the Council's recommendation states that:

"A comprehensive plan incorporating all of the information needed for analyzing would make it easier to review and to project future needs for the State of Wisconsin."

The two agencies agree that there is probably a better way in which to convey the current status of the postsecondary and secondary vocational education systems and the directions they should take in relation to preparing a skilled workforce for the State of Wisconsin. The two agencies will consult with the Council to explore various ways to provide it with planning and evaluation information in a consistent and accessible manner. The appropriate medium for a clear presentation of that information still needs to be developed.

RECOMMENDATION IV

The Wisconsin Council on Vocational Education recommends that the State Board of VTAE and the Department of Public Instruction develop a comprehensive strategic plan for secondary and postsecondary vocational-technical education for the State of Wisconsin. This strategic State plan should clearly identify the role Perkins funding contributes in fulfilling the overall State initiative.

Response

The two agencies will take this recommendation under advisement. The State Board is currently operating under the "Agency Strategic Plan" published in January of 1987, and is also currently developing its successor. The strategic plan contains general information on enrollments and funding and instructional divisions as well as the goals for the VTAE system. The purpose of such a document is to set the general direction of the system over a period of years and does not specify the level of detail envisioned by the Council.

While it is possible to describe how Perkins funded programs, services and activities fit into the overall operations of the two systems, it is not reasonable to develop a document which would address operations of the two systems at this level of detail; i.e., the Perkins funds represent less than 2.5 percent of total vocational-technical education expenditures by the VTAE and secondary districts. Another factor which influences the ability of the agencies to meet the requests of others, including those of the Council, for information beyond that required by the Act, is that most requesters desire information which is supportive of the information required by the plan guidelines or which is formatted differently than the plan guidelines require. These requests require extensive reformatting and research on the part of the agencies, while a variety of existing agency publications may satisfy the requester. Each request is considered based on currently available information and the degree to which the information can be compiled.

J. WISCONSIN JOBS COUNCIL

The Wisconsin Jobs Council reviewed the proposed State plan under the provisions of the Job Training Partnership Act and the Governor's Wisconsin Employment and Training Policy developed by the Council. The Council recommended that the Department of Public Instruction include the local coordination planning process/structure developed under the Council's Coordination Policy in planning local secondary programs under the Act.

DPI Response:

Over the past four years, representatives of six state agencies including DPI and WBVTAE have met as the State Collaborative Planning team to develop a joint agency position on advancing state coordination goals. Initiated in response to the Job Training Partnership Act, this group has developed a draft paper which identifies state agency actions needed to facilitate continued improvements in coordinating delivery of local education job training, employment and related support services.

Key to these recommendations is the encouragement of LEA's in Wisconsin to participate in the Local Coordination Planning organized around JTPA service delivery areas throughout the state.

K. SEX EQUITY RECOMMENDATIONS

The individual assigned to work full-time to assist the State in carrying out the sex equity provisions of the Act has not made separate recommendations for inclusion in the State plan of programs and policies to overcome sex bias and sex stereotyping in such program. The recommendations of the sex equity coordinator are incorporated into the goals and proposed activities under Section 221, Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Section 222 Sex Equity Programs, and in the guidelines of the State Board and the Department of Public Instruction for the development of local applications for VEA funding (see Appendices A and B respectively for the Department of Public Instruction and State Board guidelines).

L. STATE LEGISLATURE

In accordance with Wisconsin Statute 16.54(5), the State Board notified the State legislature that the Board intended to submit a 1991-94 Three Year Plan to the U.S. Department of Education as a condition for the receipt of federal funds available to the State under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The Wisconsin Board of Vocational, Technical and Adult Education is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational Education Act, Adult Basic Education Act, Job Training partnership Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education and/or other applicable state or federal legislation. It is the policy of the WBVTAE not to discriminate on the basis of race, color, creed, national origin, religion, sex, age, handicap, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Board of Vocational, Technical and Adult Education, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; telephone (608) 266-1207.

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